GENERAL REPORT

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ON

PUBLIC INSTRUCTION IN BENGAL

FOR

1890-91.

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REPORT

ON

PUBLIC INSTRUCTION IN BENGAL,

1890-91.

I.—GENERAL SUMMARY.

In the following report I have to a certain extent departed from the rule that full details should be gone into only in alternate years. The present report should, unlike its predecessor, be one of a general and summary character; but I have thought it desirable to treat certain portions of it at full length.

2. The following statement summarises the comparative statistics of educational institutions of all classes that submit returns to the Department:—

Class of Institution.	1889-90.		1890-91.		Average number of pupils, 1890-91.
	Schools.	Pupils.	Schools.	Pupils.	
Public Institutions—					
University ... Colleges	36	4,882	34	5,232	154
Secondary ... High English schools ...	353	75,958	364	77,621	213
Secondary ... Middle do. do. ...	822	60,645	834	58,535	70
Secondary ... Do. vernacular schools ...	1,216	68,073	1,222	66,260	54
Primary ... Upper primary do. ...	3,348	124,918	3,546	128,832	36
Primary ... Lower do. do. ...	44,146	960,914	43,998	942,244	21
Special (including madrassas)	313	8,153	295	8,524	29
Female	2,184	48,777	2,270	49,638	21
Total ...	52,418	1,352,320	52,563	1,336,886	...
Private Institutions—					
(1) Advanced, teaching—					
(a) Arabic or Persian	1,904	24,062	1,146	15,233	13
(b) Sanskrit	1,505	16,047	1,654	16,857	10
(2) Elementary, teaching a vernacular only or mainly—					
(a) With 10 pupils and upwards ...	341	5,411	574	8,463	14
(b) With less than 10 pupils ...	4,355	24,204	4,388	25,564	5
(3) Elementary, teaching the Koran only ...	5,480	66,992	5,285	62,217	11
(4) Other schools not conforming to departmental standards	282	2,887	340	3,723	11
Total ...	13,867	139,603	13,387	132,057	...
Grand Total ...	66,285	1,491,923	65,950	1,468,943	...

3. Public institutions have increased by 145, but the number of pupils attending them has decreased by 15,434. High English, upper primary, and female schools have advanced in both respects, and lower primary schools have fallen off in both. In middle schools, both English and vernacular, the schools have increased, while the pupils have decreased. In special schools the reverse is the case. The loss of pupils in lower primary schools amounts to over 18,000, which is much more than fully explained by a loss of nearly 36,000 pupils in the unaided primaries of the single division of Dacca—a result which is attributed to the destructive floods that devastated three districts of that division last year. The employment of Sub-Inspectors and inspecting pundits on the work of the census also interfered with the work of collecting the returns of unaided schools.

Private institutions have suffered heavily in both numbers and attendance. This is due to the large reduction in the number of Muhammadan schools, both

GENERAL SUMMARY.

advanced and elementary, in the Dacca Division, and pre-eminently in the Dacca district, ascribed to the wholesale fabrication of returns in two municipalities of that district in the previous year. It is very doubtful, however, whether Koran schools, in which nothing else is taught but the mechanical reading of the sacred text, ought to have any place in a return which deals with secular instruction; and an increase or decrease in their number has really little importance in this relation.

The cause of the rise or fall under each class of institutions will be more fully discussed in their respective sections later on.

4. The following figures show the comparative increase and decrease in institutions of all classes, and in their pupils, during the last ten years:—

In	1882	there was a gain of	10,572	schools and	178,156	pupils.
"	1883	" "	10.809	"	204,447	"
"	1884	" "	1.369	"	81,517	"
"	1885	" "	2,384	"	77,571	"
But in	1886	" a loss of	15,108	"	112,151	"
In	1887	" "	191	schools, but a gain of	4,073	"
Again in	1888	" a gain of	6,140	schools and	90,843	"
"	1889	" "	1,146	"	29,205	"
"	1890	" "	1,657	"	9,773	"
But again in	1891	" a loss of	335	"	22,980	"

The net result of the educational operations during the past decade, from 1881 to 1891, has thus been a gain of 18,443 schools and of 540,454 pupils, though it should be observed that the increase has by no means been confined to the field of organised instruction. As the number of schools at the close of 1880-81, when the preceding census was taken, was 47,507 with 928,489 pupils, the schools have increased by 39 per cent. and the pupils by 58 per cent. These figures may now be compared with the results of the recent census, which marks the end of the decade under review.

5. The population of Bengal, excluding Cooch Behar, Hill Tipperah, and the Tributary States of Chota Nagpore, of which the schools are not included in our returns, has now been ascertained to be 72,754,119 souls, of whom 36,270,572 are males and 36,483,547 females. Reckoned at the usual rate of 15 per cent., the number of male children of school-going age would be 5,440,586 and that of female children 5,472,532. In the course of ten years, therefore, the population has increased by 6·7 per cent., and the number of male and female children by 6·9 and 6·5 per cent., respectively. During these ten years the number of boys at school has advanced from 895,271 to 1,380,392, or by 54·2 per cent., and that of girls under instruction from 33,218 to 88,551, or by 166·5 per cent. The progress of recorded education within this period has thus been very rapid. It would be desirable to ascertain the rate of progress in public schools alone, exclusive of private institutions, but the form of the returns at the earlier date does not admit of this.

As stated above, of the scholars on our returns last year, 1,380,392 were males and 88,551 females. Hence, of all the boys of school-going age over one in four, and of all the girls over one in 60, were under instruction. The number of towns and villages in Bengal being close upon 260,000, there was about one school to every four villages.

6. The following table classifies the schools according to their management:—

	1890.		1891.	
	Schools.	Pupils.	Schools.	Pupils.
PUBLIC INSTITUTIONS—				
Under public management—				
Managed by Government	368	25,040	347	24,860
Ditto by District and Municipal Boards ...	196	12,360	200	12,749
Under private management—				
Aided by Government or by District or Municipal Boards	41,884	1,084,187	43,123	1,096,323
Unaided	9,970	230,733	8,893	202,954
Total ...	52,418	1,352,320	52,563	1,336,886
PRIVATE INSTITUTIONS—				
Of indigenous instruction	13,867	139,603	13,387	132,057
GRAND TOTAL ...	66,285	1,491,923	65,950	1,468,943

GENERAL SUMMARY.

The schools maintained by the Department show a slight falling off, owing chiefly to the closing of 18 Government guru-training classes attached to middle schools, and to the transfer of two middle English schools to local management. This also partly explains the slight increase in the number of schools managed by District or Municipal Boards. The number of aided schools, (chiefly aided lower primaries) has increased by 1,239. All this rise and fall will be more fully explained in the sections that follow.

7. The following table compares the departmental expenditure for the year with the budget provision, the figures being supplied by the Accountant-General. They include only those amounts which have been paid from or into Government treasuries on account of education:—

Budget Head of Expenditure.	Sanctioned estimate for 1890-91.	Actuals for 1890-91.	Remarks.
	Rs.	Rs.	
Direction	62,000	63,195	
Inspection	3,47,000	3,62,629	
Government colleges, general	4,64,300	4,95,995	
Ditto ditto, professional	96,000	1,06,590	
Ditto schools, general	5,60,000	5,65,260	
Ditto ditto, special	1,39,000	1,38,665	
Grants-in-aid (including primary schools) ...	5,63,900	5,47,955	
Scholarships	1,92,000	2,11,000	
Miscellaneous*	33,000	31,695	* Includes grants for the encouragement of literature.
Refunds	6,000	1,881	
Total ...	24,63,200	25,24,865	
Less receipts, including interest	5,83,000	5,89,550	
Net Government expenditure	18,80,200	19,35,315	

8. I referred in my report for 1889-90 to the disturbance introduced into the estimates by the device of deducting large sums as "probable savings" from the totals of sanctioned expenditure. The deductions in that year amounted to Rs. 1,94,000, with the result that the actual expenditure exceeded the reduced estimates by Rs. 51,000. In 1890-91, similarly, the deductions under the head of probable savings amounted to Rs. 1,73,000; and it is not to be wondered at that, in spite of vigilance and care, the reductions upon the sanctioned charges did not come up to the anticipations formed of them. The actuals for 1890-91 exceeded the estimates by nearly Rs. 62,000,—reduced to about Rs. 50,000 by the adjustment of certain charges connected with the Civil Engineering College, explained below. Finally, the receipts in 1890-91 having exceeded the estimates by Rs. 6,550, the net deficit falls to Rs. 43,415.

The following are the chief heads under which the expenditure has exceeded the estimates:—"Inspection," Rs. 15,629, after a reduction of Rs 26,000 on account of "probable savings;" "Government Colleges, General," Rs. 31,695, after a deduction of Rs. 56,600 on the same account; "Government Schools, General," Rs. 5,260, after a deduction of Rs. 32,000. The deficit under "Government Colleges, Special," is merely nominal, and arises from a charge of Rs. 11,700 with which the Public Works Department debits the Education Department after the close of each year on account of wear and tear of tools and material in the Sibpur Workshops, but for which no budget provision has hitherto been made. The amount is provided for in the current year's budget.

The excess expenditure under the head of "Scholarships" is not understood, and inquiries are being made on the point. It is hardly possible that there should be a real excess under this head, since no scholarship is awarded except in accordance with the sanctioned scale, and no deduction is made in the estimates on account of probable savings. It is possible that the cost of primary scholarships paid out of the primary grant has been debited to this head, but even so the whole excess is not accounted for.

There was a saving of Rs. 15,945 under grants-in aid. This represents the balance of a saving of Rs. 27,572 in the expenditure on primary schools in non-board districts and in municipalities and cantonments, set against an excess of Rs. 11,627 for grants-in-aid proper.

GENERAL SUMMARY

The receipts exceeded the estimate by Rs. 6,550. The increase is due to cash recoveries of previous years, and to increased fee-receipts under the heads of "Government Colleges, General," "Government Colleges, Professional," and "Government Schools, Special." There was a slight decrease under "Government Schools, General," and some other heads.

9. The following table compares the expenditure for the last two years as taken from the departmental returns. The class of instruction, and not the budget head of expenditure, is here made the basis of classification. The statement includes not only public expenditure, but expenditure from private sources, such as fees and contributions paid to the University and in all public schools; it also includes the receipts and charges of medical education and the charges for school buildings:—

Head of Charge.	Year 1889-90.				Year 1890-91.			
	Expenditure from Provincial Revenues.	Expenditure from District Funds.	Expenditure from Municipal Funds.	Total expenditure.	Expenditure from Provincial Revenues.	Expenditure from District Funds.	Expenditure from Municipal Funds.	Total expenditure.
	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.
University	...	...	...	1,29,000	...	...	...	1,29,000
Collegiate ...	2,79,000		...	6,91,000	2,70,000	..	...	6,62,000
Secondary .	3,84,000	2,33,000	53,000	30,93,000	3,96,000	2,29,000	48,000	28,77,000
Primary	1,35,000	4,14,000	13,000	24,33,000	1,42,000	4,04,000	12,000	24,06,000
Female	1,43,000	23,000	9,000	6,04,000	1,51,000	25,000	10,000	6,67,000
Special	4,82,000	3,000	1,000	6,58,000	4,74,000	6,000	1,000	6,55,000
Scholarships	2,08,000	1,000	..	2,34,000	2,05,000	1,000	...	2,31,000
Buildings ...	95,000	4,000	4,000	1,14,000	1,11,000	2,000	1,000	1,38,000
Furniture and apparatus	5,000	3,000		9,000	7,000	6,000	...	14,000
Miscellaneous	42,000	85,000	3,000	1,54,000	51,000	66,000	2,000	1,44,000
Superintendence ..	4,16,000	1,99,000	...	6,19,000	4,19,000	2,28,000	...	6,51,000
Total ...	21,89,000	9,65,000	83,000	87,43,000	22,26,000	9,67,000	74,000	85,74,000

The total educational expenditure decreased by Rs. 1,69,000. There was an increase of Rs. 37,000 in the expenditure from Provincial Revenues, and of Rs. 2,000 in that from District Funds, while that from Municipal Funds decreased by Rs. 9,000, if the returns are accurate. Unfortunately, as was explained in my last report, they cannot be relied upon, owing to the difficulty of verifying the figures before submission of the returns. There was a reduction of Rs. 1,13,000 in the fee-receipts of all schools, and of Rs. 87,000 in the receipts from other private sources.

The charges of the University, met from its own fee fund, remain unaltered.

The increase of Rs. 37,000 in the expenditure from Provincial Revenues accrued chiefly under secondary education (Rs. 12,000), primary schools (Rs. 7,000), schools for girls (Rs. 8,000), buildings (Rs. 16,000), and miscellaneous, chiefly scientific apparatus (Rs. 9,000). On the other hand, there was a decrease of Rs. 9,000 in collegiate education, and of Rs. 8,000 under schools of special instruction.

Though there is but little change in the total expenditure from district funds, yet there are wide variations in the separate heads of charge. Thus, while there is a decrease of Rs. 10,000 under primary expenditure and of Rs. 19,000 under miscellaneous, superintendence (that is, inspection) shows an exactly equivalent increase of Rs. 29,000; but it appears that the differences are chiefly those of classification—for example, that of the cost of chief gurus or examination charges. The District Boards have spent Rs. 4,000 less on secondary schools, and have increased their grants to female and special schools.

I have already expressed a doubt as to the accuracy of the figures showing municipal expenditure. But it is within my knowledge that in several instances municipalities have withdrawn their grants to zillah schools, especially in Behar, and the decrease of Rs. 5,000 under the head of secondary education is probably correct. Municipalities divide their contributions to primary schools in nearly equal proportions between schools for boys and those for girls; and the sum spent on these two classes of schools (Rs. 22,000) remains unaltered. There is some reduction under buildings and miscellaneous expenditure, as to which I have no information to enable me to judge of its probability.

There is an apparent decline of Rs. 1,13,000 in the receipts from fees, chiefly in secondary schools, in which the loss amounts to Rs. 1,09,000, due entirely to the exclusion from the returns of the year of the fees paid in unaided high

English schools for Europeans, under instructions issued in error by the Inspector. In primary schools there is a loss of Rs. 10,000, due to the general causes already indicated, and in colleges a gain of Rs. 3,000. GENERAL SUMMARY.

The decline of Rs. 87,000 in the receipts from subscriptions, endowments and other private sources, arises from the cause just mentioned, namely, the exclusion of the returns of income in unaided high schools for Europeans.

10. The following table compares the pupils in all schools of general instruction for the last two years. The *high stage* includes pupils in the first two classes of high English schools; the *middle stage* includes pupils in the lower classes of those schools, and in the higher classes of middle schools down to the point which marks the limit of primary education; the *upper primary stage* includes the higher section, and the *lower primary stage* the lower section, of primary schools and classes, this last again being divided into those who read and those who do not read printed books:—

Stage.	Number of Pupils.		Increase.	Decrease.
	1889-90.	1890-91.		
High	25,139	26,572	1,433	...
Middle	48,995	48,036	...	959
Upper primary	80,713	80,114	...	599
Lower primary (higher section)	774,889	772,650	...	2,239
Ditto (lower do.)	409,549	395,707	...	13,842
Total ...	1,339,285	1,323,079*	1,433	17,639
			Net decrease ... 16,206	

* Exclusive of 51 boys in the Armenian Collegiate School who have not been classified.

The above shows a general decrease in all stages of instruction, except the high stage. The broad result is that the loss of pupils has been practically confined to the lower primary stage of instruction; and that there has been a general advance of pupils from the upper primary to the middle, and from the middle to the high stage.

II.—CONTROLLING AGENCIES.

11. The following changes took place in the staff of higher inspecting officers during the year:— CONTROLLING AGENCIES.

Babu Bireswar Chakravarti, Assistant Inspector of Schools, Chota Nagpore Division, was on privilege leave from the 5th May to the 28th June, and Babu Chandra Mohan Mazumdar, Assistant Inspector of the Presidency Division, acted for him in addition to his own duties. Babu Dina Nath Sen, Officiating Inspector of Schools, Eastern Circle, was on privilege leave from the 1st April to the 6th May, when Babu Kailas Chandra Sen, Assistant Inspector, Chittagong, was placed in charge of that office, his place at Chittagong being taken by Babu Prabhat Chandra Sen, Deputy Inspector of Schools. On the death of Babu Kailas Chandra Sen, on the 11th February 1891, Babu Tarak Bandhu Chakravarti, Deputy Inspector of Schools, Chittagong, held charge of the office of Assistant Inspector in addition to his own duties; Babu Brajendra Kumar Guha, B.A., Deputy Inspector of Hooghly, having been selected for the post after the close of the year. By Babu Kailas Chandra Sen's death the Department has been deprived of the services of an officer whose knowledge of the Division, added to his energy, tact, kindliness, and general ability, were of great public value. Mr. G. Bellett, Inspector of Schools, Rajshahye Circle, was on privilege leave from the 1st July to the 14th August 1890, and Mr. Livingstone, Principal of the Rajshahye College, held charge of the office in addition to his own duties. On the return of Dr. C. A. Martin from furlough on the 1st November, Mr. S. C. Hill, Officiating Inspector of Schools, Behar Circle, was appointed temporarily a Professor in the Patna College. Mr. H. A. Bamford was promoted to the post of Inspector of European Schools

CONTROLLING AGENCIES.

on the transfer of Mr. Nash to the Presidency College, and Mr. C. Edwards was appointed to act temporarily as Assistant Inspector, pending the arrival of an officer from England.

12. I was on tour during the year from the 28th July to the 22nd August, when I visited the districts of Moorshedabad, Rajshahye, Maldah, Bhagulpore, and Patna, including the Berhampore, Rajshahye and Patna Colleges and the Tej Narayan College at Bhagulpore. Towards the close of the year in March I also paid a brief visit to Chupra and Motihari, for the purpose of conferring with the Chairmen of the District Boards at those places.

13. The following table shows the amount of inspection work done by the Inspectors and Assistant Inspectors of Schools:—

Names of Officers.	Days on tour outside head-quarters.	Miles travelled.	Schools visited.
Rai Radhika Prasanna Mookerjea Bahadur, Inspector of Schools, Presidency Circle	129	5,451	252
Babu Chandra Mohan Mazumdar, M.A., B.L., Assistant Inspector of Schools, Presidency Division	110	4,181	163
" Chandra Mohan Mazumdar, M.A., B.L., Assistant Inspector of Schools, Presidency Division, in charge of the office of Assistant Inspector of Schools, Chota Nagpore Division, in addition to his own duties, from the 5th May to the 28th June 1890	6		7
" Bireswar Chakravarti, Assistant Inspector of Schools, Chota Nagpore Division (a)	141	2,455	166
" Brahma Mohan Mullick, Inspector of Schools, Western Circle	81	2,253	86
" Beni Madhab De, M.A., Assistant Inspector of Schools, Burdwan Division	88	1,586	94
" Radha Nath Rai, Joint-Inspector of Schools, Orissa Division	115	2,808	146
" Dina Nath Sen, Officiating Inspector of Schools, Eastern Circle (b)	145	2,694	190
" Kailas Chandra Sen, Assistant Inspector of Schools, Chittagong Division, in charge of the office of Inspector of Schools, Eastern Circle, from 1st April to 6th May 1890	10	221	10
" Kailas Chandra Sen, Assistant Inspector of Schools, Chittagong Division, from 21st May 1890 to 11th February 1891 (c)	93	2,030	166
" Prabhat Chundra Sen, Deputy Inspector of Schools, Noakholly, Officiating Assistant Inspector of Schools, Chittagong Division, from 1st April to 20th May 1890 ...	40	604	49
" Tarak Bandhu Chakravarti, Deputy Inspector of Schools, Chittagong, in charge of the office of Assistant Inspector of Schools, Chittagong Division, in addition to his own duties, from 16th February to 31st March 1891 ...	...	...	...
Mr. G. Bellett, M.A., Inspector of Schools, Rajshahye Circle (d) ...	186	5,120	193
" S. C. Hill, B.A., B. SC., Offg. Inspector of Schools, Behar Circle, from 1st April to 31st October 1890	75	2,000	252
" C. A. Martin, LL.D., Inspector of Schools, Behar Circle, from 1st November 1890 to 31st March 1891 (e)	108	2,760	159
" J. Reuther, Assistant Inspector of Schools, Patna Division ...	202	6,475	453
Babu Mathura Nath Chatterjea, M.A., Assistant Inspector of Schools, Bhagulpore Division	155	3,873	277
Maulvi Muhammad Ibrahim, B.A., Assistant Inspector of Schools for Muhammadan Education, Patna and Bhagulpore Divisions	136	4,532	264
" Abdul Karim, B.A., Assistant Inspector of Schools for Muhammadan Education, Dacca and Chittagong Divisions	150	3,812	367
Mr. A. M. Nash, M.A., Inspector of European Schools, from 1st April to 31st October 1890	37	1,452	39
" H. A. Bamford, Assistant Inspector of European Schools, from 1st April to 31st October 1890, and Inspector of European Schools from 1st November 1890 to 31st March 1891 ...	50	4,830	120
" C. Edwards, Temporary Assistant Inspector of European Schools from 1st November 1890 to 31st March 1891 ...	36	2,102	28

(a) On privilege leave from 5th May to 28th June 1890.
(b) Ditto from 1st April to 6th May 1890.
(c) Died on the 11th February 1891.
(d) On privilege leave from 1st July to 14th August 1890, when Mr. Livingstone, Principal of the Rajshahye College, had charge of the Inspector's office in addition to his own duties.
(e) On furlough from 1st April to 31st October 1890.

The Inspector and Assistant Inspector of the Presidency Division and the Joint-Inspector of Orissa were detained at head-quarters in the preparation of lists of text-books. Babu Brahma Mohan Mullick, whose work hitherto has not been open to animadversion, was in charge of a complicated inquiry in connection with text-books in Orissa, which occupied him at head-quarters for

a long period after his local inquiries had been completed; and the inspection work of Babu Beni Madhab De, Assistant Inspector, Burdwan Division, was again below the average, owing partly to the indifferent health from which he suffers, and partly to an accident he met with during the touring season. The work of the Inspector and Assistant Inspector of European Schools is of a special character, requiring their presence in Calcutta for a large portion of the year. The case of no other officer calls for special notice.

The number of miles travelled varies of course with the extension of railways, being greatest in Behar and in the Rajshahye Division.

14. Every Inspector and Assistant Inspector visited all the districts in his circle of inspection during the course of the year. Thus, the Inspector of the Presidency Circle spent 88 days in the five districts of the Presidency Division and 41 days in the four districts of Chota Nagpore. The Inspector of the Western Circle spent 61 days in the Burdwan Division and 20 days in Orissa. In Behar, Mr. Hill spent 35 days in the Patna and 40 in the Bhagulpore Division in the first part of the year, while Dr. Martin, who relieved him in November, spent 108 days in the last four months of the year in the seven districts of the Patna Division. The Inspector of the Eastern Circle spent 108 days in the Dacca and 37 days in the Chittagong Division, of which the districts of Noakholly and Chittagong received 4 and 5 days respectively. The Inspector of the Rajshahye Circle has only one division under him, and the days spent on inspection varied from 6 in the Darjeeling district to 43 in Rungpore.

The circles of inspection are so large that without the aid of Assistant Inspectors, the Inspectors would gain but a very imperfect acquaintance with the state of the schools and of education in their respective areas. In the year 1878 it was decided to give every Inspector an Assistant for each Division within his circle. In 1886, however, the Finance Committee expressed the opinion that the number of higher inspecting officers was needlessly large; and accordingly, when vacancies occurred in the Assistant Inspectorships of the Rajshahye and Dacca Divisions, they were not filled up. In Rajshahye I do not consider that an Assistant Inspector is greatly required. But in the Dacca Division, where the average number of secondary schools in a district is greater than in any other Division of Bengal, the change has not had a good effect. Without an Assistant Inspector to help him, the Inspector has been confined more and more closely to the Dacca Division, and has had but little time to spare for the Chittagong Division, especially in its less accessible parts.

15. The following table shows the work done by the Deputy Inspectors:—

Districts.		Days on tour outside head-quarters.	Number of schools visited.	Visits to secondary schools.	Secondary schools under inspection.	Remarks.
Burdwan Division	Burdwan* ...	194	221	108	146	* There is an additional Deputy Inspector of Schools in Burdwan, whose work is not shown in the statement.
	Bankoora ...	158	336	93	97	
	Beerbhoom ...	114	129	53	41	
	Midnapore ...	205	336	101	99	
	Hooghly ...	145	231	105	118	
	Howrah ...	117	100	52	56	
Average for the Division ...		155	225	85	93	
Presidency Division.	Calcutta ...	...	210	36	...	
	24-Pergunnahs...	160	210	104	142	
	Nuddea ...	162	239	111	79	
	Jessore ...	152	258	117	86†	† Excluding Narail Collegiate School.
	Khulna ...	169	266	147	73	
	Moorshedabad ...	181	296	89	50‡	‡ Excluding Berhampore Collegiate School.
Average for the Division ...		165	254	114	86	

CONTROLLING AGENCIES.

Districts.		Days on tour outside head-quarters	Number of schools visited.	Visits to secondary schools.	Secondary schools under inspection.	Remarks.
Rajshahye Division.	Dinagepore ...	152	174	81	31	
	Rajshahye ...	194	236	107	29	
	Rungpore ...	156	149	91	64	
	Pubna ...	179	225	117	57	
	Bogra ...	166	168	89	27	
	Darjeeling ...	On special duty throughout the year.				
	Julpigoree ...	167	213	78	23	
Average for the Division ...		169	194	94	38	
Dacca Division ...	Dacca ...	99	155	74	179	
	Furreedpore ...	131	261	97	115	
	Mymensingh ...	200	339	159	114	
	Backergunge ...	252	528	119	96	
Average for the Division ...		170	320	112	126	
Chittagong Division.	Chittagong and Hill Tracts.	118	237	97	58	
	Noakholly ...	137	286	90	43	
	Tipperah ...	191	353	160	80	
Average for the Division ...		148	292	115	60	
Patna Division ...	Patna ...	231	375	58	14	
	Gya ...	150	259	69	21	
	Shahabad ...	177	385	82	19	
	Sarun ...	207	256	79	18	
	Chumparun ...	169	331	52	12	
	Mozufferpore ...	103	215	61	14	
	Durbhunga ...	150	400	68	14	
Average for the Division ...		169	317	67	16	
Bhagulpore Division.	Monghyr ...	163	384	56	17	
	Bhagulpore ...	196	340	64	12	
	Purneah ...	215	245	47	10	
	Maldah ...	144	359	95	23	
	Sonthal Pergunnahs.	181	179	45	17	
Average for the Division ...		179	301	61	15	
Orissa Division...	Cuttack ...	150	276	78	41	
	Pooree ...	162	176	47	22	
	Balasore ...	150	228	47	30	
Average for the Division ...		154	226	57	31	
Chota Nagpore Division.	Hazaribagh ...	212	253	50	16	
	Lohardugga ...	165	307	26	14	
	Manbhoom ...	179	224	56	22	
	Singbhoom ...	188	295	37	10	
Average for the Division ...		186	269	42	15	

The average duration of the tour of Deputy Inspectors has exceeded the prescribed minimum of 150 days in all the Divisions except Chittagong, the highest figure (186 days) being returned from Chota Nagpore. The Deputy Inspectors of the following districts were on tour for 200 days or more:—Midnapore, Mymensingh, Backergunge, Patna, Sarun, Purneah, and Hazaribagh; the Deputy Inspector of Backergunge, Babu Ram Sundar Basak, heading the list with 252 days spent out of head-quarters. Days spent in the inspection of schools at or so near to head-quarters that the officer returns home the same night are not reckoned as days on tour. Nor have I permitted time spent in supervising census operations to be so reckoned, though a good deal of work fell upon inspecting officers in connection with that duty.

16. The prescribed number of 150 days, during which Deputy Inspectors of Schools are required to be on tour, was nevertheless reached in all districts, except Beerbhoom, Hooghly, Howrah, Dacca, Furreedpore, Chittagong, Noakholly, Mozufferpore and Maldah.

In Hooghly and Maldah the work fell short by only five and six days respectively, and there was a change of officers in each case. In Beerbhoom the short work of the Deputy Inspector is attributed to the peculiar nature of the work he had to do in connection with the last census operations. His census work commenced in August and ended in the first week of March. He was charge-superintendent of one entire thannah, besides being an independent sub-charge officer; his sub-charge including a number of villages of which only three were more than six miles from Suri, so that he was detained much at head-quarters. The short tour of the Deputy Inspector of Howrah is ascribed principally to his being employed on census-work, and partly to ill-health. He was in charge of three census sub-charges. In Dacca there was a change of officers, and the former Deputy Inspector, who had been charged with want of activity, has now been transferred to a lighter district. His successor at Dacca spent more than 150 days on tour during the year in his two districts. In Furreedpore there were three officers who served as Deputy Inspector during the year under report, two of whom had to work for a considerable time in connection with the census. The short work in the districts of Chittagong and Noakholly is to be attributed to the changes that took place in the staff of officers in the Chittagong Division, owing mainly to the absence on deputation, and subsequently to the illness and death, of Babu Kailas Chandra Sen, the Assistant Inspector. During a considerable part of the year the Deputy Inspector had charge of the Assistant Inspector's office in addition to his own, and was therefore much confined to head-quarters. In the district of Mozufferpore the Deputy Inspector was on privilege leave for two months, and had to do census-work for more than two months. The Inspector reports of this officer that the last-named duties "compelled him to spend 65 days out of head-quarters in order to complete the arrangements for the census; hence it was not possible for him to do very much more in the way of inspecting schools. All the Deputy and Sub-Inspectors were during the year engaged on census-work for periods varying from one to four months, the census returns of many villages having been compiled and completed by them. The Deputy Inspectors were generally in charge of all the villages in a thannah. As the census-work was the more urgent, inspection work had to suffer. The average number of days the whole inspecting staff was on tour was 173, against 201 of the previous year." These observations apply equally to other parts of the Province. Before the census operations began, I issued circulars to all officers of the Department, pointing out the importance of the occasion, and enjoining them to afford ungrudging assistance to the district officers in carrying out whatever duties might be assigned to them in connection therewith. These duties were willingly undertaken, and I am glad to find that, notwithstanding the assistance so rendered, the work of inspection suffered on the whole so little.

17. The following table shows the amount of work done by the Sub-Inspectors of each district taken together, and the average for each Division:—

Districts.		Number of Sub-Inspectors.	Days on tour outside head-quarters.	Number of schools visited.	Schools under inspection.	Remarks.
Burdwan Division	Burdwan ...	6	1,113	1,834	1,400	
	Bankoora ...	4	791	2,220	1,534	
	Beerbhoom ...	3	631	1,417	767	
	Midnapore ...	10	2,059	5,200	4,294	
	Hooghly ...	4	739	1,206	1,902	
	Howrah ...	3	630	888	716	
Average for the Division, 30 officers		...	199	425	354	
Presidency Division. ...	24-Pergunnahs...	8	1,744	3,167	1,887	
	Nuddea ...	6	1,222	2,289	772	
	Jessore ...	6	1,220	2,102	1,063	
	Khulna ...	4	766	1,347	1,260	
	Moorshedabad ...	4	834	1,328	657	
Average for the Division, 28 officers		...	206	365	201	
Calcutta		1	...	271	...	

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Districts.		Number of Sub-Inspectors.	Days on tour outside head-quarters.	Number of schools visited.	Schools under inspection.	Remarks.
Rajshahye Division.	Dinagepore ...	6	1,496	2,110	907	
	Rajshahye ...	8	625	654	489	
	Rungpore ...	7	1,413	1,884	776	
	Pubna ...	4	870	1,297	472	
	Bogra ...	2	403	737	336	
	Darjeeling ...	1	214	280	29	
	Julpigoree ...	2	438	564	288	
Average for the Division, 25 officers		...	218	301	132	
Dacca Division...	Dacca ...	6	1,407*	1,647	5,164	* Inclusive of days spent on census-work.
	Furreedpore ...	4	623	1,075	1,335	
	Mymensingh ...	6	1,167*	1,753	1,945	
	Backergunge ...	5	1,236*	2,078	2,943	
Average for the Division, 21 officers		...	211	312	542	
Chittagong Division.	Chittagong ...	4	678	795	1,555	
	Noakholly ...	3	655	1,140	2,336	
	Tipperah ...	4	748	1,310	3,505	
	Chittagong Hill Tracts ...	1	245	76	34	
Average for the Division, 12 officers		...	194	277	620	
Patna Division ...	Patna ...	4	837	1,975	1,967	
	Gya ...	4	843	2,111	1,271	
	Shahabad ...	4	664	1,271	727	
	Sarun ...	4	869	2,095	1,378	
	Chumparun ...	2	268	379	981	
	Mozufferpore ...	4	596	894	785	
	Durbhunga ...	3	486	1,210	831	
Average for the Division, 25 officers		...	182	397	317	
Bhagulpore Division.	Monghyr ...	3	603	1,366	1,497	
	Bhagulpore ...	4	671	1,280	1,272	
	Purneah ...	4	636	986	974	
	Maldah ...	2	406	899	427	
	Sonthal Pergunnahs ...	8	1,305	1,575	881	
Average for the Division, 21 officers		...	172	290	240	
Orissa Division...	Cuttack ..	5	1,060	2,447	4,472	
	Pooree ...	2	481	855	1,914	
	Balasore ...	3	658	1,454	1,988	
	Orissa Tributary Mehals ...	5	1,119	895	1,248	
Average for the Division, 15 officers		...	221	376	641	
Chota Nagpore Division.	Hazaribagh ...	3	518	982	504	
	Lohardugga ...	3	841	1,343	509	
	Manbhoom ...	4	683	1,143	559	
	Singbhoom ...	2	451	787	376	
Average for the Division, 12 officers		...	208	355	162	

18. The average number of days during which the Sub-Inspectors were out on tour exceeded the prescribed minimum of 200 days in all the Divisions except Burdwan, Chittagong, Patna, and Bhagulpore, in which it fell short by 1, 6, 18, and 28 days, respectively. The average number of visits paid by Sub-Inspectors to schools *in situ* fell short of the prescribed minimum of 400 in all the Divisions except Burdwan. I am not, however, inclined to pay much attention to shortcomings of this kind in 1890-91, as the year was of an exceptional character owing to the demands made upon the Sub-Inspectors in connexion with the census. I have asked the Inspectors of Schools to draw the attention of District Boards to any cases in which the work of Sub-

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Inspectors may be shown to have been deficient; and to take such notice as may be necessary of short work on the part of departmental Sub-Inspectors. It should, however, be remembered that the work of a departmental Sub-Inspector is confined to municipalities and other non-Board areas, and consequently that an exceptionally large share of his work lies in the head-quarters municipality, and must therefore be neglected in reckoning days on tour. This is hardly fair to the departmental Sub-Inspector; nor indeed is the practical necessity under which he lies of doing a large share of the Deputy Inspector's office work, so long as the latter has no clerk. An application has been made to Government for providing the Deputy Inspector with clerical assistance on a very moderate scale, and it is to be hoped that relief may now at length be afforded.

In the Presidency Division Babu Umes Chunder Basu, Board Sub-Inspector, Nuddea, heads the list with 265 days and 483 visits; Babu Sri Mohan Banerjea, departmental Sub-Inspector, 24-Pergunnahs, standing second, with 248 days and 462 visits. In the Burdwan Division the highest record is shown by Babu Rama Nath Ghosh, Board Sub-Inspector of Jhargram, in the district of Midnapore, with 257 days on tour and 676 visits. In the Rajshahye Division Babu Mathuranath Maitra in Dinagepore paid 454 visits and was 275 days on tour. In the Dacca Division Babu Baikuntha Nath Sen, Sub-Inspector of Munshigunge in Dacca, is reported to have been 300 days out on tour, but to have visited only 201 schools. The Circle Inspector rightly remarks of such cases that they indicate unnecessary travelling and absence from head-quarters, with the sole object of showing a large number of days on tour. Other officers who deserve commendation for their activity are Munshi Ahmed Ullah of Chittagong, with 249 days, and Babu Kissori Mohun Samanta of Lohardugga, with 247 days on tour. Babu Raj Kumar Sen of Cuttack spent 267 days on tour, with 574 schools inspected, and Babu Padmanand Misra 246 days with 437 schools.

19. The work done by the chief gurus and inspecting pundits is shown in the following statement:—

Division.	Number of men employed.	Number of visits to schools.
Presidency	181	25,619
Calcutta	2	1,100
Burdwan	307	58,161
Rajshahye	44	12,551
Dacca	71	35,557
Chittagong	36½	18,205
Patna	87	43,199
Bhagulpore	97	21,646
Chota Nagpore	22	6,117
Orissa	81	46,072
Orissa Tributary Mehals ...	12	2,161
Total ...	940½	2,70,388

There are now comparatively few districts in which chief gurus have not been replaced, in whole or in part, by the more expensive but more efficient agency of inspecting pundits. In fact, the former linger now only in half a dozen districts of the Presidency and Burdwan Divisions, and in Lohardugga and Maldah. Inspecting pundits are employed altogether in 30 districts, chief gurus in 8, and a mixed system in two or three others. The chief guru has his own school to look after, and the more work he does in looking after neighbouring pathsalas, the more his own school is likely to suffer. The inspecting pundit has nothing to do but inspect schools throughout a larger area. Taking for purposes of comparison the Burdwan Division, in which the two systems are equally divided between the six districts, we find that an inspecting pundit pays 653 school-visits in a year; a chief guru pays 155. An inspecting pundit gets, in salary and

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travelling allowance, from Rs. 144 to Rs. 240 a year; a chief guru from Rs. 20 to Rs. 50. The chief guru, therefore, seems to work at a more economical rate; on the other hand, the inspecting pundit is a better educated and more intelligent man, and his visits are more valuable. The objection to the latter agency is that it is costly, and runs away with money that can ill be spared from primary schools. On this point the Assistant Inspector of the Bhagulpore Division, Babu Mathura Nath Chatterjea, remarks:—"In Behar these inspecting pundits are employed to train the gurus, whose incompetency to prepare boys by the A and B standards is a known fact. Rewards are given to the gurus for passing boys by these standards, and unless they are trained so as to be fit to do the work, they cannot be entitled to rewards. It will be a sheer waste of money if rewards are given to undeserving gurus from the savings effected by the abolition of the inspecting pundit system." Much of course depends on the class of men employed; and this officer states that in some districts he has found ill-qualified men appointed, while in all he has found inspecting pundits neglecting their duties more or less. Nor is Mr. Bellett satisfied with either class of officers:—"Inspecting pundits or chief gurus, especially the former, are greatly inclined to give themselves airs; to behave as if they were Deputy Inspectors, or at least Sub-Inspectors; to look down upon and treat with contempt the masters of primary schools; and to resent the supervision which, all too seldom, Sub-Inspectors attempt to exercise over them. Of the two classes of officers, I like best the chief gurus; but there can be no doubt that a chief guru's own school, if he does his work well as a chief guru, must suffer. *Supervision is greatly neglected by Sub-Inspectors.*" The words which I have italicised convey a novel complaint. Clearly, if the subordinate inspecting agency is not carefully and constantly supervised by the Sub-Inspectors, whose eyes and right hands they are, their use and purpose are altogether lost. The true theory of their position is that hardly a step should be taken by chief guru or inspecting pundit except in obedience to the Sub-Inspector to whom he is subordinate, and that he should keep the Sub-Inspector continually informed of the state, progress, or decline of each school under him; that he should receive and carry out the Sub-Inspector's orders thereon, and that the Sub-Inspector should be largely guided in his visits by the information so gained. Sub-Inspectors should be quickly disabused of the idea, if it exists, that the inspecting pundit is ever to be independent of supervision, and that of a close and constant kind.

20. District Committees.—As in previous years, District Committees of Public Instruction exist in certain non-regulation districts, viz., those of the Chota Nagpore Division, Sonthal Pergunnahs, Darjeeling, and the Chittagong Hill Tracts.

The number of meetings held in the districts of Manbhoom and Hazaribagh was one and three respectively, while none were held in Singbhoom and Lohardugga, though the Educational Sub-Committee at Daltongunge, in the Lohardugga district, is reported to have met four times during the year under report. The object of these meetings was the discussion of questions relating to the improvement of the finances, discipline, &c., of the Government high school. In the Sonthal Pergunnahs, the District Committee held three meetings during the year, attended on an average by five members, to discuss questions relating to the discipline and finances of the Government high school, to prepare the primary education budget, and to award the lower primary scholarships. The Darjeeling Committee met three times during the year, the average attendance of the members being a little over five. The Committee were chiefly occupied with the raising of fees and other measures to be taken in consequence of the elevation of the school to a high English school. The work of the Committee in the Orissa Tributary Mehals is performed by the Superintendent.

21. District Boards.—The District Boards constituted under the Local Self-Government Act of 1885 now form a part of the regular governing machinery of the country, in respect of education as of other matters. During the five years of their existence they have made great advances in knowledge and experience, in capacity for work, and in the effective control of their subordinates. In my last annual report I had occasion to point to many shortcomings on the part of District Boards, and to many instances of friction between them and the officers

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of the Department. I am glad to be able to report that such cases are now, it may almost be said, conspicuous by their absence, though instances have still occurred in which measures that I have proposed have been successfully resisted. In the Presidency Division the relations between the Boards and the departmental officers are "perfectly cordial," and the Deputy Inspectors are "invariably consulted on important educational matters." Mr. Inglis, Magistrate of the 24-Pergunnahs, thus remarks on the subject:—"From my short experience of the District Board, I found them always willing to be guided by the departmental officer in all matters relating to education, and to admit his right to speak authoritatively on all such matters." In the Burdwan Division the Deputy Inspectors "worked harmoniously" with the Boards, and their relations were "altogether most cordial and satisfactory." In the Dacca Division the Boards "worked during the year without any friction with the Department," though a very decided case of opposition arose after the close of the year. In Chittagong "the relations between the three District Boards and the Department may be considered as satisfactory." Of the Patna Division the Inspector writes:—"With one exception, my relations with the District Boards have been satisfactory..... The other Boards have gladly given full consideration to my advice." In Orissa, where complaints last year were numerous, "there is not a single word of complaint in any of the district reports against the attitude of the Boards towards departmental officers."

22. This gratifying improvement is due to two causes; first, the appointment of the Deputy Inspector as an *ex-officio* member of the District Board in every district, with one exception; and secondly, the issue of revised rules under the Local Self-Government Act. The object and advantage of the first regulation were declared by Government to be the substitution of "co-operation and efficiency" for "friction and mismanagement;" and there is little doubt that it has greatly contributed to that result. The Deputy Inspector has been made a member of the Board in every district except Gya—an exception the purpose and justification of which are not understood. The revised rules under the Act, which came into force at the beginning of the year under report, diminished the chances of friction by a clearer definition of the powers and duties of the several authorities concerned. The rules have been found to work smoothly and well; and the reported instances of their infraction or neglect, or of their inadequacy to meet particular cases, have been very rare.

23. A few instances of real or alleged shortcoming on the part of District Boards may be noticed. It is only necessary for me to repeat what I said last year, that this is done "in no spirit of hostility, but with the single desire, by pointing out in what respect their proceedings are open to criticism in these early stages of their existence, to show the way to improvement, and to assist them in the discharge of their responsible duties in future." The Inspector of the Behar Circle states that his relations with the District Boards have been satisfactory, with the exception of the Monghyr Board, which preferred to follow the advice of middle school pundits rather than his own in regard to the improvement of their schools. More recently he has complained that the District Board of Maldah neglect the principle that grants-in-aid shall generally be reduced on renewal, so as to allow of the grants being more widely distributed. The Assistant Inspector of the Bhagulpore Division also observes of the Maldah District Board that "it has a tendency to appoint or approve as head pundits of middle schools men who have passed the middle scholarship examination only, to the exclusion of third-year passed students of a higher grade normal school," in contravention of the orders of Government conveyed in the Resolution on my last annual report. In Beerbhoom the Deputy Inspector somewhat bitterly complains that the rejection of his advice by the Board (though given before he was a member of it) with regard to stipends in primary schools has been prejudicial to primary education. The matter is, however, one on which much difference of opinion prevails, and the Board were clearly entitled to their own view. The Deputy Inspector of Midnapore complains that the Board Sub-Inspectors did not give him the prompt and cordial assistance which he required and was entitled to; but the remedy here lies in reporting offending officers to the Board, of which he is a member. In my last annual report I repeated a statement made by the Deputy Inspector of Sarun, that he had not been consulted by the Board with regard to the administration of middle

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schools, and that the schools had suffered in consequence. The statement was challenged by the Chairman of the Board; and it was found after inquiry that the allegation was misleading and unjustifiable. The Deputy Inspector, who had meanwhile been transferred to another district, was severely censured.

24. Educational Committees, of which the Deputy Inspector is a member, have now been appointed, I believe, in every Board district. The theory is that they dispose in the first instance of all educational business, the Board afterwards confirming or modifying their decisions. The practice often is that educational work is disposed of by the District Board in the person of its Chairman, in direct communication with the Educational Committee in the single person of the Deputy Inspector. This is the method adopted in Rungpore by Mr. Skrine, who doubts the capacity of District Boards to deal with any schools other than primary, and who has entrusted the Deputy Inspector, under the supervision of the Magistrate as Chairman, with the charge of the entire educational work of the Board. Mr. Bellett, the Circle Inspector, considers this plan a good one, at any rate for such districts as Rungpore. "The usual composition of a District Board," he writes, "or at least the composition of the small number who attend a Board's meetings, is such as to render it unfit to deal with the difficult problems presented by the administration of middle and primary schools. The most influential men on these Boards are usually pleaders or muktears, men almost invariably foreigners to the district the people of which they are supposed to represent, with absolutely no knowledge often of the geography and always of the requirements of the interior of the district. It is true that zemindars are occasionally appointed members, but they very rarely attend, and give but little help to the Board with advice and local knowledge." This is no doubt true to a great extent, though the criticism may itself be criticised as being somewhat out of date, since it involves a condemnation of the principle of local self-government now finally accepted as part of the administration of the country. Further, the appointment of Educational Committees and of Local Boards was designed to minimise the evils complained of, by applying to educational questions specialised or localised knowledge. And still further, as Mr. Bellett points out, the Rungpore system is not an ideal one, since the Deputy Inspector, if he has all the educational work of the Board to do, has very little time left for his own inspections. On the whole it may be said that district officers are satisfied with the condition and progress of education, as managed by the District Boards. Mr. D. B. Allen, the Magistrate of Pooree, forms a conspicuous exception. He observes:—"On the whole I consider the state of education in the district very unsatisfactory. Though the Board has an Educational Committee, no attempt seems to have been made this year to carry out the Government policy. Money is frittered away in stipends and inspections, while little is done to improve the class of teachers and to encourage them to pass their pupils at the lower and the middle vernacular examinations." My own experience with regard to stipends, as will be more fully set forth in the chapter on Primary Education, is that the Boards have steadily set themselves to reduce the amount allowed for stipends, and to increase that for rewards. I am also satisfied that, by means of the Educational Committees and with the help of the Deputy Inspectors, they are getting to overhaul very thoroughly the work and journeys of Sub-Inspectors, though cases of lax supervision have not infrequently come to light.

25. Local Boards have been appointed for educational work in many districts, but with such varying success that they must still be regarded as being in the experimental stage. The following brief notices of the work of these bodies may be useful for reference.

There are Local Boards in the Presidency Division. In Nuddea the power previously delegated to the Local Board at Kushtea, regarding the grant of leave to teachers below Rs. 20, was lately recalled on account of the incompetency of the Local Board to exercise it. The Magurah Local Board in Jessore had to be overruled by the District Board. The Narail Local Board in the same district made payments for 13 months to some schools, the excess amount being finally held as a personal debt of the Chairman. Mr. Harris, Magistrate and Chairman of the District Board, Jessore, says:—"As the Local Boards

have been newly constituted, they have not gained sufficient experience of office-work or departmental rules and practices, and as a matter of course mistakes are committed and irregularities made. These, however, are rectified as soon as the matter comes to the notice of the District Board." As in the preceding year, all educational work in the Burdwan district is reported to be in the hands of the Local Boards of the district. The Deputy Inspector is a member of the Sudder Local Board, besides being a member of the District Board, which, however, has very little educational work to do. Nothing has been said this year regarding the work of the Local Boards in Howrah. In the Rajshahye Division, there are two Local Boards in the Pubna district—at the Sudder station and at Serajgunge. There are also three Local Boards in the Rajshahye district, to which the control of primary education within their limits has been entrusted. In the Patna Division educational matters are reported to be directly dealt with by the District Boards in all districts except Shahabad, where the Local Boards still perform the functions of the District Board in reference to primary and middle schools. In the Bhagulpore Division the transfer of primary education to the several Local Boards of Purneah, as proposed by the District Board in the previous year, has not received the sanction of Government. Local Boards are at work in the Bhagulpore and Monghyr districts. In the latter, the Local Board of Jamui is reported to be still dilatory in the despatch of business. In the Orissa Division the administration of upper and lower primary stipendiary schools is the chief educational work delegated to the Cuttack Sudder, Jajpur, and Kendrapara Local Boards in the Cuttack district. In the Pooree district the Khordah Local Board made payments to middle schools. Khordah being a Government estate, the primary schools are under the Magistrate. The Pooree Sudder Local Board is reported to have done no educational work. In Balasore, and also in Bhagulpore, the Sub-Inspectors have been finally relieved, under the orders of Government, of the duty of inspecting pounds.

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III.—UNIVERSITY EDUCATION.

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26. In my report for 1889-90 it was shown that in the three preceding years the growing demand for collegiate instruction had manifested itself by an increase of nine in the number of colleges, which had risen from 29 to 38. Government institutions had been reduced within that period from 13 to 11; aided institutions had risen from 7 to 9, and unaided institutions from 9 to 18, two of which, however, furnished no returns in 1889-90.

In the year 1890-91 there has been no change of any importance in the number of collegiate institutions, though the returns for the year show a nominal reduction of two. These are small collegiate classes or departments, which are attached to schools independently existing, and which are opened or closed according to the demand for collegiate instruction at the time. They are (1) the college department attached to the Armenian Institution, which received a grant-in-aid provisionally for one year, but which has not renewed its application, the classes having been temporarily closed to enable the staff to pay greater attention to the school department; the college classes attached (2) to the Doveton College, and (3) to the Doveton Institution for Young Ladies, both of which have been closed for the present in accordance with advice that has been constantly urged for some years upon the Doveton Committee. In the previous year these three college departments had respectively 6, 5, and 5 students, but none of these have now submitted returns. On the other hand, Bishop's College, which furnished no returns in the previous year, now shows a strength of 10 students. The only other small classes of this kind are:—the college class of four students attached to La Martinière for girls, which is returned as an unaided institution, but which has since the close of the year been awarded a moderate grant of Rs. 50 a month; and the Roberts' Memorial College, the college department of which is temporarily closed, though the Principal hopes to renew the college classes next year.

27. The number of colleges that have actually furnished returns for the year under report is 34, thus made up: 11 Government colleges, 8 aided (including one under municipal management), and 15 unaided. The strength

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of these institutions at the close of the year is shown in the following comparative table :—

Statement of Attendance in Colleges for General Education.

Colleges—General.	Monthly fee.	Number on the Rolls at the end of the year.				
		1887.	1888.	1889.	1890.	1891.
Government (11)—	Rs.					
First-grade Colleges—						
Presidency College	12	258	333	399	423	479
Hooghly "	6	104	156	157	123	156
Dacca "	6	193	250	280	270	305
Krishnagar "	5	51	70	86	83	94
Rajshahye "	3	78	110	89	79	89
Patna "	6	189	270	314	231	228
Ravenshaw " Cuttack	4	52	60	71	54	77
Bethune School (College classes) ...	3	4	6	8	13	15
Second-grade Colleges—						
Sanskrit College	5	54	60	89	89	90*
Calcutta Madrassa	2	15	23	25	27	39
Chittagong College	3	39	45	55	41	34
Total ...	...	1,037	1,383	1,573	1,433	1,606
Municipal (1)—						
Midnapore College	5	24	42	55	35	50
Aided (8)—						
General Assembly's Institution	5	342	415	348	329	353
Free Church Institution and Duff College ...	5	202	203	243	167	301
St. Xavier's College	6	160	189	220	235	321
London Mission College, Bhowanipore ...	5	61	83	42	74	65
St. Paul's School, Darjeeling (College classes)	13	5	5	12	19	12
Narail Victoria College	3	9	22	37	44	62
Utterpara College	4	...	29	57	52	64
Armenian "	6	...	...	4	6	... †
Total ...	...	779	946	963	926	1,178
Unaided (18)—						
Metropolitan Institution	3	590	837	862	706	689
City College	3	232	269	290	317	327
Doveton "	10	16	16	19	5	... †
La Martinière, Calcutta (for boys) ...	Free	5	6	6	5	20
Albert College	3	55	111	148	188	116
Ripon "	3	188	274	430	525	457
Maharajah's College, Burdwan	Free	136	223	248	190	220
Jagannath College, Dacca	3	129	245	346	219	173
Berhampore College	3	24	54	113	116	108
Bishop's College, Calcutta	15‖	...	10	14	.. ‡	10
Tej Narain Jubilee College, Bhagulpore ...	5	...	17	46	49	62
Bangabasi College	3	...	53	65	47	65
Roberts' Memorial College, Calcutta ...	10	...	3	2	... †	... †
Doveton Institution for Young Ladies ...	10	...	5	4	5	... †
Rajchandra College, Barisal	3	...	...	...	27	44
Brajamohan Institution, Barisal	3	...	...	...	61	70
Behar National College, Bankipore ...	3	...	...	...	25	33
La Martinière, Calcutta (for girls) ...	Free	...	...	...	3	4
Total ...	...	1,375	2,123	2,593	2,488	2,398
Grand Total ...	...	3,215	4,494	5,184	4,882	5,232

* Including 50 non-matriculated students reading for the Sanskrit Title examination.
† Temporarily closed.
‡ Furnished no returns, and therefore excluded from General Table III.
‖ Including board and lodging.

The total number of students attending these colleges has increased by 350, from 4,882 to 5,232. It has been often explained that the number of college students at the close of every year varies with the number of students passing the previous Entrance examination, since practically the whole of these seek admission to colleges in the following session. At the Entrance examination of 1889 only 24 per cent. of the candidates passed the examination; and as this was far below the proportion of previous years, the number of college students in March 1890 fell to 4,882, from 5,184 in 1889. At the examination of 1890 the proportion of successful candidates increased to 49½ per cent.; and accordingly the number of students in March 1891 advanced to 5,232.

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28. In Government colleges there is an increase of 173 students. The Presidency, Hooghly, Dacca, and Ravenshaw Colleges show the largest increase; in the rest there is no change of any great importance, though the increase of students from 27 to 39 in the Calcutta Madrassa, and from 13 to 15 in the Bethune College classes, deserves a passing notice. The decline in the strength of the Patna College in the last two years is partly due to the opening of the Behar National College, an unaided institution at Bankipore. Of the 228 students on the rolls of the Patna College at the close of the year, 176 are Beharis and 52 Bengalis, the proportion both of Behari-Hindu and of Mahomedan students having increased during the year. The Dacca College shows a continuous and steady advance, especially if the monthly roll-number be considered.

The increase of 252 students in aided colleges is due chiefly to the return of the Free Church Institution (or Duff College) to its old position with 301 students, showing an increase of 134 in its attendance roll. St. Xavier's College adds 86; the General Assembly's Institution 24 only. These three colleges are now very nearly on an equality in point of attendance. The Narail Victoria College has steadily advanced since its establishment in 1887, and now numbers 62 students, with an increase of 18 in the past year. The Uttarpara College shows steady progress of a similar kind.

The Metropolitan Institution heads the list of unaided, and indeed of all colleges in point of numbers, though there has been a slight decline compared with the previous year. The Ripon College shows a more serious loss of students, which may be due to the severe condemnation passed upon its management by the University during the course of the year. A similar loss is observed in the Albert College. Since the reduction of its status by the University from the B.A. to the F.A. standard, the Jagannath College at Dacca has steadily declined, and it now numbers only half as many students as it had two years ago. The Berhampore and Midnapore Colleges have both advanced since their transfer from Government to local control, but the former much more rapidly than the latter. The two competing institutions at Barisal, on whose management I animadverted somewhat strongly in my last report, have now agreed to levy fees from their students, and it may be hoped that henceforward their rivalry will be of a more healthy kind. The Tej Narayan College at Bhagulpore continues to make steady progress.

Of the whole number of students, 3,351 are reading in 16 colleges in Calcutta and 1,881 in 18 colleges outside Calcutta.

29. The foregoing figures are taken from the returns of the 31st March 1891. But, as has frequently been explained, the returns of that date fail to give the true strength of the colleges for the year, since many students who have failed at the First Arts or the B.A. examination of the previous year, and who are required by the regulations of the University to read in a college for a further term of six months before again presenting themselves, remove their names in January or February after that condition has been satisfied. Thus, in the Presidency College the number on the rolls was 530 on the 31st December, but fell to 479 at the close of the year. In the previous year the difference was even greater, namely, 555 on the 31st December and 423 on the 31st March following. In the Patna College the number fell from 306 in December to 228 in March. In the previous year the highest number was 330 (owing to an enormous second-year class of 181 students), and this fell to 231 at the close of the year.

30. The following table compares the number of college students at the two dates:—

Class of Institution.	Reading for F.A.		Reading for B.A.		Reading for M.A.		Total.	
	On 31st December 1890.	On 31st March 1891.	On 31st December 1890.	On 31st March 1891.	On 31st December 1890.	On 31st March 1891.	On 31st December 1890.	On 31st March 1891.
Government	1,127	955	612	556	124	95	1,863	1 606
Aided*	838	769	469	437	11	22	1,308	1,228
Unaided	2,034	1,765	627	584	55	49	2,716	2,398
Total ...	3,999	3,489	1,698	1,577	190	166	5 887	5,232

* Including municipal.

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It thus appears that between December and March, 510 F.A., 121 B.A., and 24 M.A. students removed their names from the rolls of their colleges on the grounds specified. In previous reports it has been pointed out that these losses are principally confined to Government colleges, owing to their greater strictness in conforming to the rule that a student's name shall not remain on the books after he has ceased to attend and to pay fees. No such difference is observable in the present table; and it may be inferred that the vigilant attention which has been drawn during the year to the necessity of accuracy in the keeping of registers has resulted in a closer conformity to the regulations.

31. The expenditure in Government, aided and unaided institutions is shown in the following statement. The average yearly cost of each student is calculated on the average monthly roll-number. Only those colleges which have furnished returns are included in the statement.

Statement of Expenditure in Colleges for General Education for 1891.

Colleges—General.	Number of pupils on the rolls on the 31st March 1891.	Average monthly roll-number.	Average daily attendance.	Expenditure in 1890-91. From public funds. Provincial revenues.	From public funds. District or municipal funds.	From private funds. Fees.	From private funds. Endowments and other sources.	Total.	Cost per Annum of each Student. From public funds.	From private funds.	Total.
Government—				Rs.	Rs.	Rs.	Rs.	Rs.	Rs. A. P.	Rs. A. P.	Rs. A. P.
Presidency College ...	470	486	418	79,836	...	68,839	...	1,48,675	164 4 4	141 10 3	305 14 7
Hooghly " ...	156	172	130	33,621	...	12,435	...	46,056	195 7 6	72 4 9	267 12 3
Dacca " ...	305	324	305	22,640	...	23,543	...	46,183	69 14 0	72 10 7	142 8 7
Krishnagar " ...	94	91	76	11,966	...	4,602	2,062	18,630	131 7 11	73 3 8	204 11 7
Patna " ...	228	272	247	34,440	...	20,572	...	55,012	126 9 10	75 10 2	202 4 0
Ravenshaw " Cuttack	77	81	74	16,955	...	4,010	1,143	22,108	209 5 2	63 9 9	272 14 11
Rajshahye College ...	89	112	93	7,375	...	3,964	10,935	22,324	65 13 6	133 7 7	199 5 1
Bethune School (college department) ...	15	13	10	4,226	...	498	...	4,724	325 1 3	38 4 11	363 6 2
Sanskrit College ...	90	91	73	23,651	...	1,461	...	25,112	259 14 4	16 0 11	275 15 3
Calcutta Madrassa ...	39	43	35	6,472	...	1,132	...	7,604	150 8 2	26 5 2	176 13 4
Chittagong College ...	34	44	39	2,575	...	1,622	101	4,298	58 8 4	39 2 6	97 10 10
Total ...	1,606	1,729	1,500	2,43,757	...	1,42,678	14,291	4,00,726	140 15 8	90 12 7	231 12 3
Municipal—											
Midnapore College ...	50	58	44	1,950	...	1,218	2,762	5,930	33 9 11	68 9 11	102 3 10
Aided—											
General Assembly's College	353	357	295	6,000	...	12,999	25,979	44,978	16 12 10	109 2 11	125 15 9
Free Church Institution and Duff College	301	292	237	7,200	...	12,804	15,857	35,861	24 10 6	98 2 5	122 12 11
St. Xavier's College ...	321	300	215	4,200	...	13,818	15,432	33,450	14 0 0	97 9 7	111 9 7
London Mission College, Bhowanipore... ...	65	67	53	3,000	...	3,494	9,158	15,652	44 12 5	188 13 5	233 9 10
St. Paul's School, Darjeeling (college department)	12	14	13	1,800	...	1,502	6,092	9,394	128 9 2	542 6 10	671 0 0
Narail Victoria College	62	55	35	1,615	...	835	3,150	5,600	29 5 10	72 7 3	101 13 1
Uttarpara College ...	64	62	52	328	...	3,027	2,449	5,804	5 4 7½	88 5 1½	93 9 9
Total ...	1,178	1,147	900	24,143	...	48,509	78,117	1,50,769	21 0 9	110 6 4	131 7 1
Unaided—											
Metropolitan Institution.	689	544	...	...	...	22,076	3,244	25,320	...	46 8 8	46 8 8
City College	327	309	253	...	...	11,124	3,361	14,485	...	46 14 0	46 14 0
Albert "	116	96	80	..	...	2,616	...	2,616	...	27 4 0	27 4 0
Ripon	457	395	341	...	...	13,775	...	13,775	...	34 14 0	34 14 0
Maharaja's College, Burdwan.	220	198	149	...	...	...	7,750	7,750	...	39 2 3	39 2 3
Jagannath College, Dacca.	173	235	184	...	...	8,416	894	9,310	...	39 9 10	39 9 10
Berhampore College ...	108	106	71	...	...	2,344	11,959	14,303	...	134 14 11	134 14 11
Tej Narayan Jubilee College, Bhagulpore.	62	81	72	...	...	3,708	1,800	5,508	...	68 0 0	68 0 0
Bangabasi College ...	65	63	53	...	...	1,265	180	1,445	...	22 15 0	22 15 0
Raj Chandra College, Barisal.	44	54	61	...	...	397	3,900	4,297	...	79 9 2	79 9 2
Braja Mohan Institution, Barisal.	70	74	51	...	..	368	1,797	2,165	...	29 4 1	29 4 1
Behar National College	33	60	51	...	..	2,814	1,164	3,978	...	66 4 9	66 4 9
Total ...	2,364	2,215	1,336	...	...	68,903	36,049	1,04,952	...	47 6 1	47 6 1
Grand Total ...	5,198*	5,149	3,780	2,00,850	...	2,61,308	1,31,219	6,62,377	52 6 6	76 3 9	128 10 3

Excluding 34 pupils in La Martinière and Bishop's Colleges, which have furnished no returns.

The total recorded expenditure upon collegiate education has decreased during the year from Rs. 6,91,079 to Rs. 6,62,377; the expenditure from provincial revenues having fallen from Rs. 2,78,954 to Rs. 2,69,850; the fee-receipts from Rs. 2,64,953 to Rs. 2,61,308; and the receipts from endowments and other contributions from Rs. 1,47,172 to Rs. 1,31,219. The apparent decrease of Rs. 28,700 in the total expenditure should, however, be reduced by Rs. 9,500, the cost of four small collegiate departments of which no returns were received for the year under report, while they were included in the statement of the previous year. The real decrease in collegiate expenditure amounts to a little over Rs. 19,000.

32. In Government colleges the total cost has decreased from Rs. 4,09,955 to Rs. 4,00,726; the net provincial expenditure having fallen from Rs. 2,52,465 to Rs. 2,43,757, and the receipts from fees and other local sources being practically stationary at Rs. 1,56,969, against Rs. 1,57,490 in the previous year. The decrease in the Government expenditure has taken place principally in the Hooghly, Krishnagar, and Rajshahye Colleges (Rs. 7,922), owing partly to increased fee-receipts, but chiefly to the gradual substitution of a cheaper agency as opportunity offers; and also in the Calcutta Madrassa (Rs. 2,727) owing to the absence of the Principal on furlough. It may be noted that the Principal's salary is now practically the only charge against the college department of the Madrassa, which has no separate staff of teachers, since the pupils of that department are taught in the Presidency College. It would be a more strictly equitable arrangement to distribute the Principal's salary over the Arabic and other departments of the institution under his charge. Similarly, the salaries of the Principal and the whole staff of the Sanskrit College are charged to collegiate education, though only a small portion is really debitable to the First Arts classes of the college, and the bulk of the expenditure would still be incurred if the college were maintained as an exclusively Sanskrit institution.

Fee-receipts show a general increase, except in two colleges, Presidency and Patna. In both cases the average number of students paying fees throughout the year fell off, though there was an increase in the number on the rolls at its close. For example, in the Presidency College the average monthly roll number fell from 503 to 486, owing to the re-admission of fewer plucked students into the second and fourth-year classes. The history of the Presidency College during the last half-dozen years is instructive. In 1885-86 the receipts from fees amounted to Rs. 30,885, and the net cost to Government (after deduction of fee-receipts) to Rs. 91,304. Since that time the policy of increasing the staff so as to secure the highest possible pitch of efficiency, by dividing large classes into sections and by multiplying the honour and M.A. courses, has been steadily followed. In the last two years, owing to the great increase in the number of students, the average fee-receipts have amounted to Rs. 70,692, and the average provincial cost to Rs. 79,846. The college therefore serves its purpose as an academical institution much more fully than before, and it does so at considerably less cost.

There has been a very general decrease in the average cost of each student to Government, which has fallen from Rs. 150 to Rs. 140. In three colleges only (Presidency, Patna, and Chittagong) has there been any increase during the year. In the Calcutta Madrassa, owing to a large increase of students among other causes, the cost of each student's education has fallen from Rs. 255 to Rs. 150, in the Hooghly College from Rs. 244 to Rs. 195, at Krishnagar from Rs. 195 to Rs. 131, at the Ravenshaw College from Rs. 244 to Rs. 209, and at the Bethune College from Rs. 369 to Rs. 325. Dacca has hitherto been the cheapest of the Government colleges, and the cost has been still further reduced from Rs. 77 to Rs. 70; while at the Rajshahye College it has fallen from Rs. 95 to Rs. 65—the lowest figure yet attained for a college teaching the full course for the B.A. degree. The result is due to large endowments and an inexpensive staff, coupled with an increase in the number of students.

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33. FIRST EXAMINATION IN ARTS.—The following table shows the results of the First Examination in Arts held in February 1891 :—

First Arts Examination, February 1891.

COLLEGES.	Candidates examined.	PASSED IN THE— First division.	Second division.	Third division.	Total passed.
Government—					
Presidency College	85	11	19	18	48
Hooghly "	72	5	14	23	42
Dacca "	115	8	21	25	49
Krishnagar "	31	1	5	12	18
Patna "	106	3	10	28	41
Ravenshaw " Cuttack	28	...	4	8	12
Rajshahye "	42	...	6	7	13
Bethune School (college department)	4	...	2	2	4
Sanskrit College	14	...	3	1	4
Calcutta Madrassa	15	1	3	5	9
Chittagong College	25	...	...	8	8
Total ...	537	24	87	137	248
Municipal—					
Midnapore College	25	...	1	7	8
Aided—					
General Assembly's College	131	1	5	45	51
Free Church Institution and Duff College	67	...	4	23	27
St. Xavier's College	52	...	3	12	15
London Mission College, Bhowanipore	28	...	2	6	8
Narail Victoria College	22	...	2	5	7
St. Paul's School, Darjeeling (college department).	5	...	2	...	2
Uttarpara College	27	...	4	6	10
Armenian "	3	...	...	2	2
Total ...	335	1	22	99	122
Unaided—					
Metropolitan College	210	2	7	41	50
City "	100	1	9	27	37
Doveton "	1	...	...	...	...
La Martinière "	1	...	...	..	...
Ripon "	127	1	4	34	39
Albert "	81	...	3	15	18
Bishop's "	3	...	..	...	...
Berhampore "	41	...	3	13	16
Maharaja's " (Burdwan) ...	74	...	6	34	40
Jagannath " (Dacca) ...	180	...	6	49	55
Tej Narayan Jubilee College, Bhagulpore	39	...	...	7	7
Bangabasi College	26	1	2	5	8
Roberts' "	3	...	...	...	...
Raj Chandra " (Barisal)	11	...	3	4	7
Braja Mohan Institution, (Barisal) ...	27	1	9	11	21
Behar National College, Bankipore ...	47	...	2	12	14
Total ...	971	6	54	252	312
Teachers	60	...	...	3	3
L. C. E.	1	...	...	...	...
GRAND TOTAL ...	1,929	31	164	498	693

The proportion of successful candidates slightly declined, from 36½ to just under 36 per cent. The number of candidates was much smaller than in the previous year, when 2,723 appeared at the examination, of whom 996 passed. The decrease is due to the difference in the number of candidates passing the Entrance examination of 1888 and 1889 respectively. In the former year there were 1,932 successful candidates at matriculation; in 1889 the number fell to 1,153. We may assume that nine-tenths of these were admitted to Arts colleges in the following session, and duly appeared at the First Arts examinations of 1890 and 1891, respectively, where they formed the bulk of the candidates. The remainder were furnished by those who had failed at the F.A. examinations of the previous years; and a slight calculation enables us to discover that from 50 to 60 per cent. of those who fail at the F.A. examination go up again for a second attempt.

34. In Government colleges the percentage of success was 46, in aided colleges 36, and in unaided 32. The Presidency, Hooghly, and Krishnagar Colleges passed more than half their candidates, and similar success was

attained by three unaided colleges—the Burdwan Raj College and the two institutions at Barisal; one of these, the Braja Mohan Institution, attaining the high rate of 21 successful candidates out of 27, without a single failure in English. From the College Department of the Bethune Female School all the four candidates passed; 9 out of 15 Mahomedan candidates from the Calcutta Madrassa, and 2 out of 3 from the Armenian College. It will be seen that the Presidency, Hooghly, Dacca, and Patna Colleges passed from 40 to 50 candidates each. In the same rank of usefulness, measured by the quantity of the work turned out, are the aided General Assembly's College and the unaided Metropolitan Institution in Calcutta, the Jagannath College at Dacca, and the Maharaja's Free College at Burdwan. The Ripon and City Colleges and the Duff College in Calcutta follow close behind. The Braja Mohan Institution at Barisal and the Behar National College at Bankipore have made a great advance, passing 21 and 14 candidates respectively, against 10 and 3 in the previous year.

Out of 31 candidates passing in the first division, 24 came from Government colleges, in the proportion of one for every ten successful candidates. In aided colleges the proportion was 1 in 130, and in unaided colleges 1 in 50.

35. On the results of the examination 52 senior scholarships were awarded, including two special scholarships for girls, both of which fell to the Bethune School. The following is the list:—

Senior Scholarships, 1891.

Colleges.	First grade, Rs. 25 a month.	Second grade, Rs. 20 a month.	Total.
Government—			
Presidency College	3	8	11
Hooghly "	2	5	7
Dacca "	...	5	5
Krishnagar "	...	2	2
Patna "	...	6	6
Ravenshaw " (Cuttack) ...	...	2	2
Rajshahye "	...	2	2
Bethune School (college department)	1*	1*	2
Calcutta Madrassa	1	...	1
Total ...	7	31	38
Aided—			
General Assembly's College ...	1	...	1
St. Paul's School, Darjeeling (college department)	...	1	1
Narail Victoria College	...	1	1
Utterpara College	...	1	1
Total ...	1	3	4
Unaided—			
Metropolitan College	1	1	2
City "	1	...	1
Ripon "	...	1	1
Bangabasi "	1	...	1
Burdwan Raj "	...	2	2
Berhampore "	...	1	1
Braja Mohan "	...	2	2
Total ...	3	7	10
Grand Total ...	11	41	52

* Special scholarships for girls.

Of the successful candidates from Government colleges, one in every seven gained a scholarship. In aided and unaided colleges the proportion was 1 in 32 and 1 in 31 respectively. The Government colleges carried off, as usual, the greater number of first-grade scholarships, which are awarded to the candidates standing highest on the list; but the small Bangabasi College in Calcutta secured one of these. The second-grade scholarships are awarded to different districts and divisions according to a fixed scale. Thus of eight scholarships allotted to the Burdwan Division, the Burdwan Raj College secured two and the Uttarpara College one; of seven allotted to the Eastern Circle, the Braja Mohan Institution at Barisal carried off two.

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Of the 52 scholarships, the winners of 43 have elected to hold them in Government colleges, including 25 in the Presidency College; three are to be held in aided and six in unaided colleges.

The experience of many years has shown that a larger proportion of candidates pass the B.A. examination on the scientific than on the literary side. From this it need not be inferred that the former course is easier, but rather that it is chosen by the best candidates; those who pass in the third division generally electing the literary course. Of the last batch of scholars, 21 have chosen the A or literary course, and 29 the B or science course, while one has joined the Medical College and one the Civil Engineering College.

36. B.A. EXAMINATION.—The following table shows the results of the B.A. examination of 1891:—

B.A. Examination, 1891.

Colleges.	A Course.					B Course.					Total.				
	Candidates.	Honours, 1st division.	Honours, 2nd division.	Pass.	Total passed.	Candidates.	Honours, 1st division.	Honours, 2nd division.	Pass.	Total passed.	Candidates.	Honours, 1st division.	Honours, 2nd division.	Pass.	Total passed.
Government—															
Presidency College ...	74	2 (a)	19 (a)	15	36	39	1 (d)	19 (d)	7	27	113	3	38	22	63
Hooghly " ...	18	...	4 (b)	3	7	10	...	...	4	4	28	...	4	7	11
Krishnagar " ...	10	...	2	1	3	2	...	...	...	...	12	...	2	1	3
Dacca " ...	49	...	1	10	11	6	...	...	1	1	55	...	1	11	12
Patna " ...	34	3	1	6	10	14	...	2	5	7	48	3	3	11	17
Ravenshaw " Cuttack	7	...	...	1	1	1	...	...	...	...	8	...	...	1	1
Rajshahye College ..	4	...	...	1	1	5	...	1	1	2	9	...	1	2	3
Bethune School (college department)	1	...	...	1	1	...	...	...	...	...	1	...	...	1	1
Total ...	197	5	27	38	70	77	1	22	18	41	274	6	49	56	111
Aided—															
General Assembly's College	57	...	4	13	17	...	...	...	...	...	57	...	4	13	17
Free Church Institution and Duff College	99	...	2	15	17	3	...	...	1	1	102	...	2	16	18
St. Xavier's College ...	20	...	...	6	6	6	...	...	1	1	26	...	...	7	7
London Mission College, Bhowanipore	8	...	...	1	1	...	...	...	...	...	8	...	...	1	1
St. Paul's School, Darjeeling (college department)	...	...	...	...	...	1	...	...	1	1	1	...	...	1	1
Total ...	184	...	6	35	41	10	...	...	3	3	194	...	6	38	44
Unaided—															
Metropolitan Institution	114	...	7 (c)	25	32	...	...	...	...	...	114	...	7	25	32
City College ...	33	...	...	6	6	38	...	3	8	11	71	..	3	14	17
Ripon " ...	91	...	...	16	16	...	...	...	...	...	91	...	...	16	16
Bishop's " ...	5	...	1	2	3	...	...	...	...	...	5	...	1	2	3
Berhampore " ...	7	...	...	2	2	...	...	...	...	...	7	...	...	2	2
Tej Narayan Jubilee College, Bhagulpore	...	...	...	...	...	1	...	...	...	..	1	...	...	...	...
Total ...	250	...	8	51	59	39	...	3	8	11	289	...	11	59	70
Teachers	35	...	...	4	4	14	...	...	2	2	49	...	...	6	6
M. B.	1	...	...	...	...	...	...	...	...	...	1	...	...	...	...
GRAND TOTAL ...	667	5	41	128	174	140	1	25	31	57	807	6	66	159	231

(a) Four took honours in 2 branches and one in 3.
(b) One ditto ditto.
(c) One ditto ditto.
(d) Three ditto ditto.

The proportion of successful candidates fell from 40 per cent. in 1890 to a little below 29 per cent. in 1891. As in the First Arts examination, the number of candidates was much smaller than in the previous year, namely 807 against 984. The reason of this falling off is not at first sight very clear. The B.A. candidates of any year are furnished (independently of those who come up for re-examination after failure) by the successful candidates at the F.A. examination of two years earlier, a certain regular deduction being made on account of those who join the Medical College or who discontinue their studies. The number of successful candidates at the First Arts examinations of 1888 and 1889 was 481 and 629, respectively, and these furnished the B.A. candidates of 1890 and 1891; and yet, as has just been stated, the number of B.A. candidates at these examinations was 984 in 1890 and only 807 in 1891. It follows that there is a good deal of variation from year to year in the number of candidates who seek re-examination for the B.A. degree after a previous failure. Thus

the records of the University show that 543 unsuccessful candidates of previous years came up for re-examination in 1890, while in 1891 the number fell to 320. The proportion of such candidates, whether at the First Arts or the B.A. Examination, may be generally taken at something like 60 per cent. of the number of previous failures.

37. From Government colleges 40 per cent. of the candidates passed; and from aided and unaided colleges 23 and 24 per cent. respectively. The Presidency College was the only institution which passed more than half its candidates, with the exception of the Bethune College, from which the only lady-candidate who appeared at the examination was successful. Several of the colleges did much worse than in the previous year. From the Dacca College only 12 candidates passed against 24 in 1890, and from the Patna College 17 against 23; the total number of candidates from each college showing no great variation. At Dacca the failures were mostly in English, in which subject 35 candidates failed out of 55—a much higher proportion than in 1890. At Patna, English and Philosophy were the most fatal subjects. The Krishnagar and Rajshahye Colleges, it will be seen, pass but few candidates at this examination. The Rajshahye College used to do better two or three years ago, when an average of 20 candidates presented themselves at the B.A. examination and 8 passed. But it appears that many students of the Rajshahye College, after passing the First Arts examination, now betake themselves to other institutions to read for the B.A. degree. This result the Principal attributes to the want of a hostel for their accommodation; the hostel formerly maintained by the Rajshahye Association having been closed before the one now building is ready for occupation. The Rajshahye candidates mostly failed in English at the last B.A. examination, and those from Krishnagar in the second language. The most serious falling off, which I trust is only temporary, is at the Ravenshaw College, from which 8 candidates out of 12 passed in 1890, and only 1 out of 8 in 1891. The subjects of English and the second language accounted for nearly all the failures; and the Principal, writing before the results were known, expressed a fear that they would not be very brilliant, owing to the many changes that it had unfortunately been necessary to make in the instructive staff. In some of the other cases of comparative failure noticed above, there have also been changes in the staff which may account in some measure for the decline, though there is no reason to suppose that the quality of the candidates remains constant from year to year, or even that the standard of examination is absolutely rigid and invariable. Fluctuations of this kind are nothing new, and they depend upon a number of causes more or less obscure.

38. Of all the candidates 667 took up the A or literature course, and only 140 the course in science. The proportion of B course to A course candidates was, in Government colleges 1 to 2½, in aided colleges 1 to 18, and in unaided colleges 1 to 6. If, however, the City College, which sent up 38 B course candidates, be excluded, the proportion in unaided colleges falls to 1 in 250. With that exception, therefore, it may be stated that science is no longer taught in unaided colleges. In fact, there has been a steady decline of late years in the number of candidates taking up science, both in aided and in unaided institutions. In Government colleges there has been comparatively little change, though both the number and the proportion of B candidates were greater in 1891 than in the two previous years. In aided colleges the numbers, beginning from 1888, have been 28, 26, 20, and 10. The General Assembly's and Free Church Colleges used to furnish a fair proportion of candidates in science, but for the present they appear to have left that field to St. Xavier's, which has all along paid much attention to the subject, though the number of candidates fell off greatly at the last examination. In the Free Church College, to the laboratory of which considerable additions and improvements have lately been made, the teaching of the B course is to be resumed this session. For the same four years the number of B candidates in unaided colleges was 53, 35, 33, and 39. The Metropolitan Institution and, to a less extent, the Ripon College used formerly to prepare candidates in science; but this course is now taken up by the City College only, which sent up more candidates at the last examination for the B than for the A course, and these have been rewarded by a greater percentage of success. Indeed, it is remarkable how steadily the results of the examination have been in favour of B course candidates in the last four years.

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The percentages of success among the two classes of candidates were in 1888, 38 in A and 45 in B; in 1889, 33 in A and 39 in B; in 1890, 39 in A and 49 in B; in 1891, 26 in A and 41 in B. The results may be examined a little more closely for the year 1891. In the Presidency College 48 per cent. passed in A, and nearly 70 per cent. in B; in Government colleges generally, 36 per cent. passed in A and 53 per cent. in B; in aided colleges 22 per cent. in A and 30 per cent. in B; in unaided colleges (that is, practically, the City College) 18 in A and 28 in B. I stated in an earlier paragraph that these differences were not to be ascribed to the greater difficulty of the course in literature, but rather to the fact that the alternative course was taken up by the most competent students; and this can be easily shown by the results of the examination in English, in which subject the two sets of candidates are examined in common. Thus, in the examination of 1890, the proportion of failures in that paper was 34 per cent. among A candidates, and only 26 per cent. in B. At the examination of the current year the percentages were 48 in A and 39 in B. Or still more exactly, the proportion of candidates belonging to the same college, and hearing the same lectures in English may be compared. Thus in the Presidency College, the failures in English were 25 out of 74 A candidates, or 34 per cent., and 8 out of 39 B candidates, or only 23½ per cent. In the City College, similarly, the failures in English were 19 out of 33 A candidates, or 57 per cent., and 19 out of 38 B candidates, or 50 per cent. The B course candidates evidently succeed better than the others, even in the subject of English, in which those who take up the A course might be expected, owing to their more varied and extensive English reading, to have greater chances of success. It seems clear, therefore, that the B candidates are the more competent section of the two; but still, as I remarked last year, it is matter for surprise that the favourable results of the last few years have not attracted more candidates to the B course in cases where they have the opportunity of taking up either. This is perhaps fortunate at the present moment in the Presidency College, since the chemical laboratory is now greatly overcrowded and in other respects deficient; and not until a new laboratory (proposals for which are under the consideration of Government) is built, will the Presidency College be able to give adequate instruction to its pupils in this important subject. A new building, with a laboratory for scientific teaching, is also greatly needed at the Dacca College, not merely on its own account, the present provision being exceedingly meagre, and practical laboratory work being out of the question, but also in order to set free rooms for the growing requirements of the college and the increasing number of students. I may note that Mr. Mondy, the Officiating Principal, holds a different view from that expressed above as to the capacity of the students who take up the B course. He considers the course to be in itself easier, and those who take it up to be generally of a lower order of ability; and this would seem to be borne out by the results of the late examination, when 5 out of 6 B course students from the Dacca College failed in English, the number of A course candidates failing in that subject being 30 out of 49. He explains the unpopularity of the B course, partly by the greater ease with which those who have graduated in English and mathematics gain teaching appointments in schools, and partly by the want of aptitude of the average Indian student for the study of science—a result in great measure due to the faint encouragement given by the University to the subject of science in the earlier examinations, though this defect has recently been amended by the regulation making physics as well as chemistry a compulsory subject for the First Arts examination. In order to give his students some interest in things and not merely in books, Mr. Mondy has taken them to visit various works and factories in the neighbourhood; but he finds their total ignorance of machinery or operative work in any form a great drawback.

39. The B.A. candidates are divided into those who take up honours and those who are content with a pass. The students of Government colleges are much more freely encouraged to take up honours in some branch of study, and at the last examination 55 out of 111 such students (or just half) succeeded in gaining honours; of these, 32 passed in the A course and 23 in B. In aided colleges the number was only 6 out of 44, all in the A course, and in unaided colleges 11 out of 59, namely, 8 in A and 3 in B. Further, from the Presidency College seven students took honours in two branches, and one in three

Honours were gained by students from every Government college with the exception of two—the Ravenshaw College at Cuttack and the Bethune School in Calcutta, from both of which candidates gained honours in the examination of 1890. On the whole, therefore, it appears that the chief use and purpose of Government colleges is, first, to encourage students to read for honours, and secondly, to maintain and promote the study of science among them. For the ordinary requirements of the literary course, experience shows that colleges under private management are fully competent. The cost of a well-equipped laboratory is no doubt the chief obstacle to the pursuit of scientific study by these institutions.

40. On the results of the B.A. examination the following endowed scholarships on the foundation of the Presidency College (as successor to the old Hindu College) were awarded to the students named below :—

Name of Scholar.	Name of scholarship.	Monthly value of scholarship.
		Rs.
Nanda Lal Mookerjea	Burdwan Scholarship	50
Jadu Nath Sarkar	Dwarka Nath Tagore Scholarship ...	50
Lal Behari Chatterjea	Bird Scholarship	40
Monasa Ranjan Sen	Ryan ditto	40
Wasi Ahmad	Hindu College Foundation Scholarship ...	40
Albion Raj Kumar Banerjea ...	Ditto ditto ...	40
Sures Chunder Roy	Gopi Mohan Tagore Scholarship ...	30
Jotindra Nath Mookerjea	Hindu College Foundation Scholarship ...	30
Upendra Nath Biswas	Ditto ditto ...	30
Binod Bihari Haldar	Ditto ditto ...	30
F. W. Twidale	Ditto ditto ..	30

The Laha graduate scholarship of Rs. 40 a month, on the foundation of Maharaja Durga Charan Laha, C.I.E., was awarded to Surendra Nath Ghosh of the Presidency College, on condition of his reading for the M.A. degree in science.

The two graduate scholarships of Rs. 25 a month, payable from the Mohsin Fund, were awarded to Jamil Akhtar and Sheikh Muhammad Abdul Hakim of the Patna College, to enable them to read for the degree of M.A.

41. M.A. Examination.—The following table shows the results of the M.A. examination held in November 1890 :—

M.A. Examination, November 1890.

	Candidates examined.	Candidates passed.
Government.		
Presidency College	45	29
Hooghly "	1	1
Dacca "	9	2
Krishnagar "	1	...
Sanskrit "	2	2
Total ...	58	34
Aided.		
General Assembly's Institution	6	3
Free Church Institution and Duff College ...	5	1
St. Xavier's College	10	4
Total ...	21	8
Unaided.		
Metropolitan Institution	7	2
Private students	34	13
Teachers	7	...
Grand Total ...	127	57

There is a continuous increase in the number of candidates reading for the M.A. degree, the numbers having been 82, 110, 123, and 127 in the four years ending with 1890. The proportion passing fell from 50 to 45 per cent., namely, 59 per cent. in Government colleges; 38 per cent. in aided, and 29 per cent. in unaided institutions, and 23 per cent. among the private students and teachers. The rule adopted by the University in 1889, that no candidate would be accepted as a student of an affiliated institution unless he had

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attended 50 lectures in that institution during a continuous period of six months' attendance, has had the effect of increasing the number of private students from 8 to 35. Among these were three from the Berhampore College (two of whom passed), who had been taught regularly for three hours a week in the morning at that institution. The Registrar, however, held that they could not be regarded as regular students of the college, as the lectures had been delivered "in other than the ordinary working hours of the college."

On the literary side of the examination, 32 candidates passed in English, 5 in other languages, and 3 in philosophy. On the scientific side, 7 passed in mathematics, 6 in chemistry, and 5 in physics. The Presidency College passed 12 candidates in English, 2 in philosophy, 6 in mathematics, 4 in chemistry, and 5 in physics, or 29 in all; St. Xavier's College passed 4, in English, Persian, and chemistry; and the General Assembly's Institution 3, in English and mathematics. From the remaining colleges only one or two candidates passed. The Dacca College sent up nine candidates in English, but only two were successful. The failure of the rest is probably due to their "meagre and irregular attendance" after the prescribed number of 50 lectures had been completed. The Victoria College established by His Highness the Maharaja of Cooch Behar made a creditable attempt with two candidates, in English and philosophy respectively, but neither was fortunate enough to satisfy the examiners.

Of the 11 candidates who passed in the first division in various branches, 9 were furnished by the Presidency College (3 each in English and physics, 1 in mathematics, and 2 in chemistry), one by the Hooghly College in chemistry, and one by the Sanskrit College in Sanskrit. Two Mahomedan candidates passed in English and Persian, respectively, and one European teacher in Latin. All the other candidates were of the Hindu nationality.

42. PREMCHAND ROYCHAND STUDENTSHIP.—The examination for this studentship, the highest distinction which the University has to offer, was held in November last, and was awarded to Upendra Lal Mazumdar of the Presidency College, who took up mathematics and physics. This student, originally educated at the Chittagong Collegiate School, has headed the list at every University examination at which he has competed, and in the B.A. examination of 1888 he took first class honours in three subjects—English, mathematics, and physics.

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43. The statistics of secondary schools for native boys for the last two years are compared in the subjoined statement:—

	1889-90.		1890-91.	
	Schools.	Pupils.	Schools.	Pupils.
High English—				
Managed by Government	49	13,853	49	14,009
Ditto by Municipal Boards ...	6	1,405	7	1,653
Aided by Government or by Municipal Boards	161	26,285	166	26,789
Unaided	127	32,805	129	33,136
Total ...	343	74,348	351	75,587
Middle English—				
Managed by Government	9	1,438	6	907
Ditto by Municipal or District Boards	18	1,348	20	1,694
Aided by Government or by Municipal or District Boards	570	42,320	584	41,089
Unaided	210	13,925	210	13,568
Total ...	807	59,031	820	57,258
Middle Vernacular—				
Managed by Government	34	2,860	34	2,814
Ditto by Municipal or District Boards	153	9,016	151	8,628
Aided by Government or by Municipal or District Boards	889	47,819	906	47,053
Unaided	140	8,378	131	7,765
Total ...	1,216	68,073	1,222	66,260
GRAND TOTAL ...	2,366	201,452	2,393	199,105

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Secondary schools of all classes have increased from 2,366 to 2,393, or by 1·1 per cent., while the number of pupils attending them at the close of the year has decreased from 201,452 to 199,105, or by 1·16 per cent. The number and strength of high English schools show a satisfactory increase, and the loss of pupils is confined to middle schools, English and vernacular, in which the decrease is very general. The fluctuations, however, are not large enough to call for special notice, except in the Presidency Division, where the loss in middle schools amounts to more than 2,000 pupils, and is ascribed to the distress arising from destructive floods. It will be seen that there was an even greater loss, due to the same cause, in primary schools.

44. The following table shows in detail the attendance and expenditure in all classes of secondary schools for native boys:—

Class of Schools.	Number of schools.	Number of pupils on the rolls on the 31st March 1891.	Average number on the rolls monthly during the year.	Average daily attendance.	Expenditure. From Public Funds. Provincial revenues.	Expenditure. From Public Funds. District funds.	Expenditure. From Public Funds. Municipal funds.	Expenditure. From Private Funds. Fees, &c.	Expenditure. From Private Funds. Other sources.	Total.
High English.					Rs.	Rs.	Rs.	Rs.	Rs.	Rs.
Managed by Government	40	14,009	13,447	10,624	1,47,715	...	2,525	2,94,686	21,499	4,66,425
Ditto by Municipal Boards ..	7	1,653	1,548	1,136	5,995	...	5,002	25,126	3,317	39,440
Aided by Government or by Municipal Boards	166	26,789	25,961	19,391	88,183	1,387	16,572	2,95,081	1,02,063	5,30,286
Unaided	129	33,136	31,908	24,398	...	...	...	4,10,723	1,59,667	5,70,390
Total ...	351	75,587	72,864	55,549	2,41,893	1,387	24,099	10,25,616	2,86,546	15,79,541
Middle English.										
Managed by Government	6	907	...	732	8,331	...	940	7,177	...	16,448
Ditto by Municipal or District Boards	20	1,604	1,607	1,265	218	5,802	1,927	7,223	1,783	16,953
Aided by Government or by Municipal or District Boards	584	41,089	39,442	29,816	27,847	1,14,080	8,902	1,66,038	1,79,342	4,96,809
Unaided	210	13,508	12,671	9,817	...	...	.	36,709	60,904	97,613
Total ...	820	57,258	54,677	41,630	36,396	1,20,482	11,769	2,17,147	2,42,029	6,27,823
Middle Vernacular.										
Managed by Government ...	34	2,814	2,627	1,964	9,781	...	3,752	9,635	927	24,095
Ditto by Municipal or District Boards	151	8,628	7,963	6,220	...	37,967	1,385	21,137	4,681	65,170
Aided by Government or by Municipal or District Boards	906	47,053	44,778	34,143	45,791	69,198	7,146	1,28,990	87,839	3,38,964
Unaided	131	7,763	7,262	5,551	...		...	16,387	21,925	38,312
Total ...	1,222	66,260	62,630	47,878	55,572	1,07,165	12,283	1,76,149	1,15,372	4,66,541
Grand Total ..	2,393	199,105	190,171	145,057	3,33,861	2,29,034	48,151	14,18,912	6,43,947	20,73,905
					6,11,046			20,62,859		

In the preceding year the expenditure on 2,366 schools was Rs. 26,19,966, of which Rs. 6,08,294 were contributed from public funds (provincial revenues and municipal and district funds), and Rs. 20,11,672 were raised from private sources. The year under report shows Rs. 6,11,046 received from public funds, or an increase of Rs. 2,752, and Rs. 20,62,859 from private sources, or an increase of Rs. 51,187. The increase from private contributions is therefore about eighteen times as great as that from public funds. The Government expenditure increased from Rs. 3,22,963 to Rs. 3,33,861, or by Rs. 10,898, of which the greater portion (Rs. 9,700) was incurred in Government high schools. This was due partly to a decrease of nearly Rs. 4,000 in the fee-receipts of those schools, partly to the withdrawal of municipal contributions, and partly to increased expenditure from surplus balances. There is a decrease of Rs. 3,500 in the cost to provincial revenues of Government middle English schools, due to the conversion of the Rangamati Boarding School to a high school. There is also an increase of Rs 4,300 in the cost to Government of municipal schools, chiefly due to the transfer of the Howrah school to municipal management during the course of the year, after considerable expenditure had been incurred in its maintenance. The grants made to middle schools remain practically stationary.

45. As pointed out in previous reports, the grant-in-aid allotment is not increased from year to year; and in accordance with the declared policy of Government, the only way of meeting new demands is to cancel or reduce old grants when they are sent up for revision. As it appears from the table that

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there are 470 secondary schools that receive no aid, it is obvious that very little can be done by the means indicated towards meeting new requirements. Still, every grant that comes up for renewal is carefully scrutinised with a view to effecting economies; and in this way it has been found possible to sanction 23 new grants during the year, as well as to increase the grants to two girls' schools, by reducing or cancelling grants previously sanctioned. The District Boards are not yet rich enough to encourage education as they would like to do, while the Municipalities are seldom in a position to aid secondary education after making adequate provision for primary schools.

46. HIGH ENGLISH SCHOOLS.—The figures for this class of schools are repeated below:—

	1889-90.		1890-91.	
	Schools.	Pupils.	Schools.	Pupils.
Managed by Government	49	13,853	49	14,009
Ditto by Municipal Boards ...	6	1,405	7	1,653
Aided by Government or by Municipal Boards	161	26,285	166	26,789
Unaided	127	32,805	129	33,136
Total ...	343	74,348	351	75,587

The number of high English schools managed by the Department remains the same as before, the loss of the Howrah school, which was made over during the year to the local municipality, being made up by the elevation of the Rangamati Middle English School in the Chittagong Division to the rank of a high school. The orders which had been issued for the transfer of the Barisal Zillah School to a Joint Committee at the close of the year were suddenly suspended owing to a difficulty that arose with regard to the pensionary status of the teachers, involving a reference to the Government of India. This has since been satisfactorily settled, and it is proposed to effect the transfer in October 1891. The Hindu School of Calcutta was under orders to be closed; but after carefully considering the representations made by leading members of the Calcutta community, His Honour the Lieutenant-Governor has recently decided that the school meets a public want, and need not therefore be closed, provided it pays its way.

The existence of 300 high English schools under private management throughout Bengal, whose general efficiency is attested by their success at the Entrance examination, affords a proof that the gradual withdrawal of Government from the control of its zillah schools can be effected without appreciable injury to education, and is indeed only a question of time. The chief use of Government schools at the present day lies in the example of discipline which they set.

47. The increase of one school, maintained by Municipal Boards, has been due, as stated above, to the transfer of the Howrah school to municipal management. The seven municipal high schools are the following:—Howrah, Bally, Burdwan, Ghatal, and Midnapore, all in the Burdwan Division, Santipore in the Nuddea district, and Nattore in the Rajshahye district. Of the last-named school, the Inspector writes that there is no need for it, and that it does not justify its existence by success at the examination. It has been frequently urged upon the Nattore Municipality that they would do wisely to reduce their school to the middle class, but to no purpose.

48. The gain of 5 aided schools has been the result of the following operations:—In the Presidency Division, the middle English school at Naihati, in the 24-Pergunnahs, was raised to the high English status with an increased grant from the Department. The Majdia Rail Bazar School in Nuddea was raised to the high English standard, retaining its old grant from the District Board, and the Berhampore Hindu Academy in Moorshedabad, formerly returned as unaided, received a grant from the local municipality. In the Burdwan Division, the Board middle schools at Mayapore, Guptipara, and Mamudpore in Hooghly, were elevated to the high English standard, without any increase in their grants; while the high English school at Bara in the same district was reduced to the middle English class, and the Free Church

Mission School at Kalna was abolished. In the Dacca Division, the Banaripara Union School in Backergunge received a grant-in-aid, and the aided middle English school at Bajitpore in Mymensing advanced to the high English class; while the Arkandi school in Furreedpore drew during the year no portion of the small grant of Rs. 10 sanctioned for it, and was consequently returned as an unaided institution. The Gya Training School in the Patna Division was aided by the local municipality. Orissa, on the other hand, shows a loss of one school in consequence of the amalgamation of the Cuttack Town School with the Pyari Mohan Academy. Thus the gain of 3 schools in the Presidency Division, and of one school each in the Burdwan, Dacca, and Patna Divisions, and the loss of one school in the Orissa Division, account for the net gain of 5 aided high English schools during the year. The 166 aided schools were thus distributed:—Presidency 51, Calcutta 1, Burdwan 56, Rajshahye 9, Dacca 21, Chittagong 6, Patna 10, Bhagulpore 4, Orissa 6, and Chota Nagpore 2. Of the whole number 161 were aided by the Department, and 5 by District Boards under the Note to Rule 15.

49. Unaided schools have increased by 2. Calcutta shows an increase of 4 schools, while there have been slight changes elsewhere. The multiplication of schools in Calcutta is believed to be injurious to the maintenance of discipline and to sound instruction, and has attracted the serious attention of the Calcutta University. The 129 unaided schools were thus distributed:—Presidency 16, Calcutta 38, Burdwan 18. Rajshahye 1, Dacca 20, Chittagong 6, Patna 21, Bhagulpore 7, Orissa 1, and Orissa Tributary Mehals 1.

50. *Entrance Examination.*—The following table compares the results of the Entrance examination for native boys for 1890 and 1891:—

Class of Schools.	1890.							1891.						
	Number of competing schools.	Number of candidates.	Passed in the— First division.	Second division.	Third division.	Total.	Percentage.	Number of competing schools.	Number of candidates.	Passed in the— First division.	Second division.	Third division.	Total.	Percentage.
Government schools	58*	1,101	132	361	274	767	69·5	58*	1,075	111	286	216	613	57·02
Private schools ... Aided ...	154	1,052	58	250	225	533	50·8	161	1,021	72	174	173	419	41·03
Private schools ... Unaided ..	107	2,088	87	345	399	831	39·8	107	1,816	84	267	303	654	36·01
Private students and teachers ...	..	70	...	12	13	25	35·7	...	86	...	13	11	24	28·
Total ..	319	4,311	277	968	911	2,156	50·01	326	,998	267	740	703	1,710	42·7

* Including seven municipal schools, the Bethune Collegiate School, and the Dacca and Moorshedabad Madrassas.

The percentage of successful candidates rose from 24 to 50 in 1890, and fell back in 1891 to about 43. The fluctuation, therefore, is not so serious as to be incapable of explanation in the ordinary way, namely, differences in the quality of the candidates, and perhaps also to some extent in the tests applied. But the minute and scrupulous care which the University now takes in revising, checking, and comparing the awards of the different examiners, so as to bring them all to a common and uniform standard of strictness, is such as to eliminate the second source of variation to the utmost extent possible. The inquiries that the Senate has instituted on this point lead very clearly to the conclusion that if in any year, 40 to 50 per cent. of the candidates pass the Entrance examination, the schoolmasters have exercised reasonable care in sending them up; if only 25 per cent. pass, candidates have been sent up in hundreds without a chance of passing under any standard. The Syndicate have now taken effectual steps to put a stop to this latter abuse, by disqualifying schools that year after year show bad results. This regulation, and the fact that it has been acted upon in several instances, are sufficient to explain the reduction of 313 in the number of candidates at the last examination.

The relative position of the different classes of schools remains unchanged. Government institutions passed 57 per cent., aided schools 41 per cent., and unaided schools 36 per cent. of their candidates, against 69·5, 50·8, and 39·8 per cent., respectively, of the preceding year.

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51. The following table shows the comparative success of Government, aided, and unaided schools in each Division for the past two years :—

Division.	1890.															1891.													
		Number of Schools which sent Candidates.				Number of Schools which passed Candidates.					Number of Candidates passed in the—						Number of Schools which sent Candidates.				Number of Schools which passed Candidates.					Number of Candidates passed in the—				
	Number of schools.	Government.	Aided.	Unaided.	Total.	Government.	Aided.	Unaided.	Total.	Number of candidates.	First division.	Second division.	Third division.	Total.	Number of scholarships gained.	Number of schools.	Government.	Aided.	Unaided.	Total.	Government.	Aided.	Unaided.	Total.	Number of candidates.	First division.	Second division.	Third division.	Total.	Number of scholarships gained.
Calcutta ...	39	(a) 5	(b) 4	32	41	5	3	31	39	1,089	65	219	223	607	21	43	(h) 5	(i) 3	31	39	5	2	29	36	987	64	153	167	384	17
Presidency ...	73	(c) 8	47	16	71	8	44	13	65	552	50	163	129	342	18	75	(j) 9	50	15	74	8	40	12	60	552	54	115	95	264	19
Burdwan ...	82	(d) 9	53	17	79	9	5	16	75	753	57	187	168	412	19	83	(k) 9	52	17	78	9	44	15	68	683	52	147	126	325	23
Rajshahye ...	18	(e) 7	8	2	17	7	6	1	14	144	12	53	39	104	13	17	(l) 7	9	1	17	6	9	...	15	125	20	33	28	81	15
Dacca ...	46	(f) 5	17	18	40	5	14	17	36	684	55	121	148	324	19	45	(m) 5	21	17	43	5	18	15	38	593	30	114	127	280	20
Chittagong ...	15	(g) 4	5	3	12	4	5	3	12	180	12	40	35	87	9	16	3	(n) 6	3	12	3	5	3	11	152	13	26	20	59	8
Patna ...	37	7	8	14	29	7	7	13	27	526	13	88	66	167	18	38	7	9	15	31	7	8	10	25	494	13	91	65	169	18
Bhagulpore ...	15	5	3	4	12	5	3	4	12	145	6	42	41	89	12	16	5	3	6	14	5	3	4	12	166	8	21	21	50	13
Chota Nagpore ...	7	5	2	...	7	5	2	...	7	54	2	15	17	34	7	7	5	2	...	7	5	2	..	7	53	3	11	14	28	7
Orissa ...	11	3	7	1	11	3	7	1	11	114	5	28	32	65	10	11*	3	6	2	11	3	5	2	10	107	1	16	29	46	10
Total ...	343	58	154	107	319	58	141	99	298	4,241	277	956	898	2,131	146	351	58	161	107	326	56	136	90	282	3,912	267	727	692	1,686	150

(a) Including the Bethune Girls' School.
(b) Ditto Christ Church, Church of England, and Free Church Female Normal School.
(c) Ditto Santipore Municipal School.
(d) Ditto Midnapore Collegiate, Burdwan, Ghatal, and Bali Rivers Thompson Municipal School.
(e) Ditto Nattore Municipal School.
(f) Ditto Dacca Madrassa.
(g) Ditto Chittagong Municipal School.
(h) Including the Bethune Girls' School.
(i) Ditto Christ Church and Free Church Female Normal Schools.
(j) Ditto Moorshedabad Nawab's Madrassa and Santipore Municipal School.
(k) Ditto Howrah, Bali Rivers Thompson, Burdwan, Midnapore, and Ghatal Municipal Schools
(l) Ditto Nattore Municipal School.
(m) Ditto Dacca Madrassa.
(n) Ditto Chittagong Municipal School.

* Including one in the Tributary Mehals.

Out of 58 Government schools (including the Bethune Collegiate school, the Dacca and Moorshedabad madrassas, and seven schools under municipal management) which competed at the examination, 56 schools were successful. The Moorshedabad madrassa, which is maintained exclusively for the education of the relatives and dependants of the Nawab Bahadur, and the Nattore Municipal School failed to pass the single candidate sent up from each. The new school at Rangamati did not compete. The aided schools fared much worse, as out of 161 competing schools only 136 were successful, against 154 and 141 respectively of the previous year. In other words, 97 per cent. of the Government schools, 84·45 per cent. of the aided schools, and 84·11 per cent. of the unaided schools which competed were successful at the examination. Judged by this standard, unaided schools do not compare unfavourably with those that receive aid; the reason being that the former include many flourishing schools in large towns that easily pay their way from fees, and also many that are maintained by wealthy proprietors from motives of benevolence or self-respect; while most aided schools are less favourably situated, and could not get on at all without a grant. The average number of pupils to an aided school is 161; to an unaided school 257. Hence with more pupils, larger fee-receipts, and therefore in many cases a more competent staff, it is no wonder that unaided schools hold their own.

Calcutta passed the largest number of candidates (384); next stands the Burdwan Division with 325. The Dacca Division passed 280 pupils, and the Presidency Division 264. Chota Nagpore stands lowest in the list, with 28 pupils only. The Government schools that passed more than 50 per cent. of

their candidates, and 15 or more students each, were the following:—Dacca Collegiate (43 out of 71), Barisal Zillah (30 out of 36), Patna Collegiate (28 out of 32), Hooghly Collegiate (26 out of 37), Rajshahye Collegiate (23 out of 33), Krishnagar Collegiate (21 out of 28), Beerbhoom Zillah (17 out of 20), Rungpore Zillah (17 out of 21), Calcutta Madrassa (16 out of 30), Furreedpore Zillah (16 out of 19), and Chupra Zillah (15 out of 21). The only other schools that achieved similar success were the Midnapore Municipal School (15 out of 24), the City Collegiate School (18 out of 32), St. Xavier's (29 out of 30), the Barisal Braja Mohan Institution (21 out of 27), and the Burdwan Raj Collegiate School (22 out of 28). Among the schools that passed a large number (though a smaller percentage) of candidates are the Jubilee, the Pogose, and the Ruplal schools at Dacca, passing 30, 25, and 17 candidates respectively. The performances of the Calcutta schools will be shown below.

52. Before proceeding to consider them, it may be noticed that the Dacca Collegiate School again takes the first place on the list, which it has held since 1888. The great success of the Dacca school is due, not solely to the efficient teaching which it manifests, but also to the enormous size of the school, enabling it to send up a very large number of candidates. In July 1890 the number of students was 725, and 780 in the following December. I therefore requested the Principal to take steps to reduce the number within more manageable limits, either by raising the fees or by otherwise restricting the admissions. The fees were thereupon raised with the object, or in the hope, of limiting each class or section taught by one master to 45 students. But very little reduction in the numbers followed on the increase of fees; and the Principal has finally instituted a more rigorous standard of examination for promotion throughout the school, which will probably have the desired result.

53. The following table shows the distribution of Government junior scholarships awarded on the results of the Entrance examination for the years 1890 and 1891:—

Division.	1890.							1891.						
	First grade scholarship, Rs. 20 a month.	Second grade scholarship, Rs. 15 a month.	Third grade scholarship, Rs. 10 a month.	Total.	First division.	Second division.	Third division.	First grade scholarship, Rs. 20 a month.	Second grade scholarship, Rs. 15 a month.	Third grade scholarship, Rs. 10 a month.	Total.	First division.	Second division.	Third division.
Calcutta	7	6	11	24	24	...	...	1	6	11	18	18	...	...
Presidency	...	6	12	18	18	...	...	1	6	12	19	19	...	...
Burdwan	1	6	12	19	19	...	...	5	6	12	23	22	1	...
Rajshahye	...	6	10	16	14	2	...	...	6	10	16	15	1	...
Dacca	1	6	12	19	19	...	...	2	6	12	20	19	1	...
Chittagong	1	2	6	9	9	...	...	..	2	6	8	8	..	...
Patna	...	6	12	18	14	4	..	...	6	12	18	11	7	...
Bhagulpore	...	3	9	12	6	6	..	1	3	9	13	8	5	...
Orissa	...	4	6	10	2	7	1	...	4	6	10	1	9	...
Chota Nagpore ..	...	2	5	7	4	2	1	...	2	5	7	3	4	...
Total ...	10	47	95	152	129	21	2	10	47	95	152	124	28	...
Girls' Scholarships.														
Calcutta	1	1	1	3	2	1	...	1	1	1	3	...	3	...
Grand Total ...	11	48	96	155	131	22	2	11	48	96	155	124	31	

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It is satisfactory to note that while in 1889 no less than six scholarships had to be awarded, in Behar, Orissa and Chota Nagpore, to candidates passing in the third division, and in 1890 two scholarships were so awarded, in 1891 all the scholarships have been taken up by candidates passing in the first and second divisions.

54. The following table shows in juxtaposition the schools in Calcutta, under both public and private management, conducted almost exclusively for the benefit of native boys:—

Name of School.	Number of pupils on the rolls on the 31st March 1891.	Number of candidates.	Number passed in the— First division.	Second division.	Third division.	Total.	Number of scholarships gained.
Government Schools—							
1. Hare	382	68	3	10	8	21	...
2. Hindu	326	62	7	13	8	28	5
3. Sanskrit Collegiate School	219	16	1	4	2	7	...
4. Anglo-Persian Department, Calcutta Madrassa.	502	30	4	8	4	16	1
Total ...	1,429	176	15	35	22	72	6
Aided Schools—							
1. Garden Reach High English School ...	282	10	...	...	3	3	...
Unaided Schools—							
1. Metropolitan Institution	988	105	7	19	23	49	1
2. Ripon Collegiate School	709	57	5	9	8	22	...
3. Kesab Academy	278	17	1	4	3	8	...
4. Oriental Seminary	585	25	1	5	7	13	...
5. Albert Collegiate School	450	41	1	5	6	12	...
6. City Collegiate School	573	32	2	7	9	18	1
7. New Indian School	750	118	5	12	18	35	3
8. Free Church Institution	490	36	2	3	9	14	...
9. Metropolitan Institution (Bowbazar Branch).	330	20	2	6	1	9	1
10. General Assembly's Institution ...	398	42	2	3	5	10	...
11. Calcutta Training Academy ...	449	11	1	2	2	5	...
12. Calcutta Institution	360	14	2	4	3	9	...
13. Seal's Free School	433	11	1	...	1	2	...
14. Metropolitan Institution (Syampukar Branch).	328	18	3	2	3	8	1
15. Aryan Institution	281	15	...	4	1	5	...
16. Simla Bengal Academy	355	11	...	1	2	3	...
17. Bangabasi Collegiate School ...	379	22	...	4	8	12	...
18. Bagbazar Model School	301	8	...	...	3	3	...
19. Metropolitan Institution (Barabazar Branch).	531	11	...	...	1	1	...
20. City Collegiate School (Sobhabazar Branch).	261	10	1	3	4	8	...
21. Cotton Institution	203	6	...	...	1	1	...
22. Simla High School	189	6	...	...	1	1	...
23. Metropolitan Institution (Balakhana Branch).	285	18	...	2	4	6	...
24. Mahendra Academy	329	7	...	...	...	...	...
25. Northbrook School	67	3	...	...	...	...	...
26. C. M. S. Boarding School	62	6	...	...	2	2	...
27. Graduates' Institution	208	18	...	...	2	2	...
28. Ripon Collegiate (Kidderpore Branch) ...	282	19	2	3	2	7	1
29. Kalighat High School	409	13	2	1	1	4	...
30. South Suburban School	755	42	7	9	6	22	...
31. L. M. S. Collegiate, Bhowanipore ...	445	29	2	6	4	12	...
Total ...	12,413	791	49	114	140	303	8

Thus, while 21 scholarships were won by the schools in Calcutta in 1890, the number awarded in 1891 was only 14. Most of the first grade scholarships, which are open to general competition, were carried off by boys from mofussil schools. The Hindu and New Indian schools took the largest share of the Calcutta scholarships. The failure of the Hare School, which at one time occupied the foremost rank, is astonishing, and I have received nothing which can be called a satisfactory explanation of a result so unexpected, and

so entirely at variance with the past history of the school. Among the unaided schools, the names of the South Suburban, the Oriental Seminary, the Calcutta Institution, the Bangabasi Collegiate, and the City Collegiate with its Sobhabazar branch, may be mentioned as having passed more than 50 per cent. of their candidates, while the Metropolitan and the New Indian passed the largest number. It will be noticed that the unaided schools of Calcutta have an average of 400 pupils apiece.

55. The Inspector of Schools, Presidency Circle, urges the necessity of providing high English schools with pucca buildings. He says that the want of pucca houses has of late years been keenly felt in many districts, owing to the frequency with which thatched school-houses have been burnt down from motives of revenge. The perpetrators of these crimes have all along escaped detection and punishment. Among the most recent cases may be mentioned Baripore in the 24-Pergunnahs, Khararia and Daulutpore in Khulna, Magurah in Jessore, and Gosain Durgapore in Nuddea. The Department has liberally helped school managers in constructing suitable school buildings. The Inspector of the Eastern Circle deplores the injury to education which results from the opening of schools by private persons actuated by the mere desire of making money or by the design of injuring an established school. This will be considered later on in connexion with the question of discipline.

56. MIDDLE ENGLISH SCHOOLS.—The following table compares the statistics of these schools for the last two years:—

	1889-90.		1890-91.	
	Schools.	Pupils.	Schools.	Pupils.
Managed by Government	9	1,438	6	907
Ditto by Municipal or District Boards ..	18	1,348	20	1,694
Aided by Government or by Municipal or District Boards	570	42,320	584	41,089
Unaided	210	13,925	210	13,568
Total ...	807	59,031	820	57,258

The six middle schools under departmental management are the English Department of the Calcutta Model School, the Colinga Branch School attached to the Calcutta Madrassa, the Hooghly Model School and the Cuttack Model School, attached to the local training schools, the Bandarban Boarding School in the Hill Tracts of Chittagong, and the Darjeeling Zillah School, raised to a high school since the close of the year. The decline in their number from 9 to 6 is owing to the transfer of the Midnapore Hardinge School in the Burdwan Division and the Bogra Model School in the Rajshahye Division to local management, and to the conversion of the Rangamati School in the Chittagong Division into a high English school.

The transfer of the first two schools to Municipal Boards, together with the conversion of the Board Model School at Malipara in the Burdwan Division to the middle English class, neutralised partially by the amalgamation of the Samastipur middle English school in the Patna Division with the aided school of the place, accounts for the net gain of two middle English schools managed by District or Municipal Boards.

Aided schools rose from 570 to 584. The Burdwan Division gained 8 schools, Rajshahye 6, Dacca 4, Bhagulpore 2, Chota Nagpore, Orissa and Chittagong 1 each, while the Presidency lost 7 and Patna 2, some of these having been raised to the higher class. The schools were distributed as follows:—Presidency 111, Calcutta 2, Burdwan 153, Rajshahye 69, Dacca 112, Chittagong 25, Patna 36, Bhagulpore 27, Orissa 30, Chota Nagpore 19.

The number of unaided schools remains the same as before, the gain of 3 schools in the Burdwan Division, 4 in Orissa, 2 in Dacca, 3 in Bhagulpore, and 1 in Chota Nagpore being neutralised by the loss of 6 schools in Patna, 2 in Rajshahye, 4 in Chittagong, and 1 in the Orissa Tributary Mehals The 210 unaided schools were thus distributed:—Presidency Division 26. Calcutta 5, Burdwan 51, Rajshahye 16, Dacca 56, Chittagong 23, Patna 15, Bhagulpore 7, Orissa 7, Orissa Tributary Mehals 2, Chota Nagpore 2.

57. *Middle English Scholarship Examination.*—The results of the examination, so far as candidates from middle English schools are concerned, are given in the subjoined table. The standard required is the full middle

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vernacular test, together with English language and composition as taught in the middle classes of high English schools:—

Division.	Number of Institutions sending Examinees.								Number of Examinees.					Number passed from—										Race or Creed of passed Scholars.						
	Institutions under public management.		Aided institutions.		Other institutions.		Total.		Institutions under public management.	Aided institutions.	Other institutions.	Private students.	Total.	Institutions under public management.		Aided institutions.		Other institutions.		Private students.		Total.		Europeans and Eurasians.	Hindus.	Mahomedans.	Native Christians (non-aboriginal).	Aboriginal races.		Others.
	Competing schools.	Successful schools.	Competing schools.	Successful schools.	Competing schools.	Successful schools.	Competing schools.	Successful schools.						With middle English certificate.	With middle vernacular certificate.	With middle English certificate.	With middle vernacular certificate.	With middle English certificate.	With middle vernacular certificate.	With middle English certificate.	With middle vernacular certificate.	With middle English certificate	With middle vernacular certificate.					Christians.	Non-Christians.	
Presidency ...	...	...	86	81	14	14	100	95	...	318	37	17	372	...	...	184	51	20	9	9	...	213	60	...	256	17	...	...	...	...
Calcutta ...	1	1	1	1	1	1	3	3	6	5	1	2	14	6	...	3	1	1	...	1	...	11	1	...	12	...	...	...	.	...
Burdwan ...	8	8	137	126	19	15	164	149	40	502	73	18	642	14	28	207	138	21	24	7	2	249	192	..	421	20	...	...	...	...
Rajshahye ...	3	2	58	50	11	8	72	60	26	226	41	2	295	7	8	57	83	14	14	...	2	78	107	..	134	51	...	...	...	...
Dacca ...	..	...	117	113	37	31	154	144	...	541	148	2	691	...	...	142	240	21	77	1	...	164	326	..	443	47	...	...	...	...
Chittagong ...	1	1	25	24	22	21	48	46	4	130	142	2	278	3	1	20	81	21	68	1	...	45	150	..	158	34	...	...	...	3
Patna ...	4	3	34	30	4	3	42	36	17	161	20	27	225	1	6	18	76	2	7	5	4	26	93	..	101	18	...	...	...	...
Bhagulpore ...	3	1	22	20	1	1	26	22	3	85	2	4	94	...	1	18	53	...	1	...	...	18	55	.	61	9	...	...	3	...
Chota Nagpore	...	...	17	12	...	...	17	12	...	66	...	1	67	...	...	15	9	...	...	...	1	15	10	...	20	...	...	5	...	...
Orissa ...	3	3	26	23	1	1	30	27	25	115	3	2	145	9	8	45	34	2	...	...	...	56	42	...	87	10	1	...	...	...
Orissa Tributary Mehals	...	...	...	...	2	2	2	2	...	...	9	...	9	...	...	...	...	7	2	...	...	7	2	.	9	...	...	...	...	...
Total ...	23	19	523	480	112	97	658	596	130	2,149	476	77	2,832	40	52	709	775	109	202	24	9	882	1,038	...	1,702	206	1	5	3	3

N. B.—Seventeen amalgamated high English schools sent up 205 candidates to this examination, of whom 128 from 17 schools were successful; 4 passed with middle English certificates and the remaining 119 with middle vernacular certificates; 104 being Hindus and 19 Mahomedans. One aided training school for masters in the Burdwan Division sent up 2 candidates, both of whom passed with middle vernacular certificates; they were aboriginal Christians.

An analysis of the foregoing table shows that out of 658 schools sending up 2,755 candidates, 596 schools were successful and 1,887 candidates passed. There were besides 33 successful private students. Of the successful candidates, 882 passed with middle English and 1,038 with middle vernacular certificates, against 737 and 934 respectively of the previous year. The percentage of successful candidates has risen from 61·1 to 67·8.

58. MIDDLE VERNACULAR SCHOOLS.—The comparative statistics of this class of schools for the last two years are given below :—

	1889-90.		1890-91.	
	Schools.	Pupils.	Schools.	Pupils.
Managed by Government	34	2,860	34	2,814
Ditto by Municipal or District Boards ...	153	9,016	151	8,628
Aided by Government or by Municipal or District Boards	889	47,819	906	47,053
Unaided	140	8,378	131	7,765
Total ...	1,216	68,073	1,222	66,260

The number of schools managed by the Department shows no change, the loss of the Kandi Model School in the Presidency Division, the management

of which was made over during the year to the municipality of the place, being compensated by the elevation of the practising school attached to the Rungpore Training School in the Rajshahye Division from the upper primary to the middle vernacular class.

The schools managed by District or Municipal Boards have declined from 153 to 151. In the Patna Division, the Tikari School in Gya and the Birampore School in Shahabad were closed, and the Hatha School in Shahabad was reduced to the upper primary standard, while a new school was started at Sonauli in Sarun. There was thus a net loss of 2 schools under this head, the gain of the Kandi School in the Presidency Division, owing to its transfer of management from the Department to the municipality, being neutralised by the loss of the Malipara School in the Burdwan Division, which has been classified as a middle English school.

59. The 34 departmental schools are situated either in municipal areas or in districts in which the Local Self-Government Act has not yet been introduced. The number of departmental schools within municipal areas is very small, and they are being gradually made over to local management whenever opportunities present themselves for doing so, though municipalities have in several instances declined to undertake the management of schools within their limits, while relieving Government of the cost of their maintenance. Sixteen of the schools under departmental management belong to the Chota Nagpore Division, 2 to the Orissa Tributary mehals, and 3 to the Sonthal Pergunnahs. These 21 schools, together with the practising classes attached to training schools like those at Calcutta and Rungpore, cannot for the present be deprived of departmental control.

60. The 151 schools managed by Municipal or District Boards were thus distributed:—Presidency Division 12, Burdwan 24, Rajshahye 25, Dacca 15, Chittagong 10, Patna 36, Bhagulpore 15, Orissa 14. Those under the control of District Boards have been transferred, together with their net-grants, under the Local Self-Government Act. The cost of middle vernacular schools within municipal limits was transferred from Government to the municipalities concerned after the latter had been relieved in 1883 of the cost of maintaining their police. They were subsequently offered the option of managing as well as maintaining the schools, and in most cases they have accepted the charge.

61. The aided schools have advanced from 889 to 906. The Presidency, Orissa, and Chota Nagpore Divisions gained 2 schools each, Burdwan 14, and Dacca 6, while Chittagong lost 3, Rajshahye 4, and Bhagulpore 2. Most of the new aided schools were returned as unaided in the previous year, while some have been raised from the upper primary to the middle vernacular class. The fall in the number of pupils by about 800 may be due to temporary causes; but it should be watched with care, as numerical strength is the best index of the popularity of a particular class of institutions. The 906 schools of the year were thus distributed:—Presidency Division 182, Calcutta 12, Burdwan 217, Rajshahye 99, Dacca 232, Chittagong 99, Patna 5, Bhagulpore 18, Orissa 25, and Chota Nagpore 17. The more backward the locality, the less demand is there for grants-in-aid to middle vernacular schools. In the four last-named divisions there are only 65 middle vernacular to 112 middle English schools receiving grants-in-aid. In the rest of Bengal there are 841 middle vernacular schools of this class to 472 middle English. The Patna Division is singularly indifferent to the value of grant-in-aid schools of this class. If anything beyond the upper primary standard is demanded, the inhabitants of Behar insist upon English in their grant-in-aid schools.

62. Unaided schools have fallen from 140 to 131. They were thus distributed during the year:—Presidency 25, Calcutta 3, Burdwan 16, Rajshahye 10, Dacca 37, Chittagong 12, Patna 12, Bhagulpore 2, Orissa 2, Orissa Tributary Mehals 11 (supported by the local Chiefs), and Chota Nagpore 1. The Burdwan, Orissa, Chittagong, and Chota Nagpore Divisions gained some schools each, while there was a loss in the Presidency, Dacca, and Rajshahye Divisions, and in Calcutta. Some of these schools are every year transferred to the aided list, some disappear through inefficiency or want of support, while a few continue to exist, and new schools spring up to remove some local want, or to serve as instruments for party purposes.

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63. *Middle Vernacular Scholarship Examination.*—The results of the examination held in 1891, so far as candidates from middle vernacular schools are concerned, are given in the following table:—

Division.	Number of Institutions sending Examinees.								Number of Examinees.					Number passed from—										Race or Creed of passed Scholars.						
	Institutions under public management.		Aided institutions.		Other institutions.		Total.		Institutions under public management.	Aided institutions.	Other institutions.	Private students.	Total.	Institutions under public management.		Aided institutions.		Other institutions.		Private students.		Total.		Europeans and Eurasians.	Hindus.	Mahomedans.	Native Christians (non-aboriginal).	Aboriginal races.		Others.
	Competing schools.	Successful schools.	Competing schools.	Successful schools.	Competing schools.	Successful schools.	Competing schools.	Successful schools.						With middle English certificate.	With middle vernacular certificate.	With middle English certificate.	With middle vernacular certificate.	With middle English certificate.	With middle vernacular certificate.	With middle English certificate.	With middle vernacular certificate.	With middle English certificate.	With middle vernacular certificate.					Christians.	Non-Christians.	
Presidency ...	11	11	144	123	20	17	175	151	55	429	72	42	598	1	38	3	262	...	52	...	18	4	370	...	341	29	4	...	...	...
Calcutta ...	1	1	11	11	2	1	14	13	15	56	2	1	74	...	12	...	45	...	1	...	1	...	59	...	59	...	...	...	...	...
Burdwan ...	20	19	203	165	11	9	234	193	82	553	28	63	726	...	65	4	359	...	20	...	31	4	475	.	405	12	...	...	2	...
Rajshahye ...	22	19	80	56	7	3	109	78	64	222	25	61	372	4	44	1	123	...	3	...	16	5	186	...	132	59	...	...	...	...
Dacca ...	16	15	187	163	30	24	233	202	75	640	182	56	903	8	52	7	389	...	76	...	24	15	541	...	490	57	...	...	...	...
Chittagong ...	12	11	75	68	11	10	98	89	42	297	58	103	500	3	27	...	183	...	27	...	24	3	261		223	37	1	...	...	3
Patna ...	34	26	4	3	12	11	50	40	112	21	39	107	279	2	65	1	16	.	25	...	22	3	128	...	113	18	...	...	...	...
Bhagulpore ...	13	8	15	13	1	1	29	22	40	41	4	97	182	...	25	...	30	..	3	...	38	...	96	.	61	26	...	..	9	...
Chota Nagpore	9	6	13	12	...	.	22	18	28	39	...	42	109	...	16	...	24	...	...	...	5	...	45	...	44	...	..	...	1	...
Orissa ...	13	11	21	17	...	...	34	28	54	69	...	27	150	...	44	...	37	...	...	...	10	...	91	...	90	...	1	...	..	...
Orissa Tributary Mehals...	2	2	...	.	8	8	10	10	14	...	23	4	41	...	11	...	...	...	17	...	4	...	32	...	31	...	...	...	1	...
Total ...	153	129	753	631	102	84	1,008	844	581	2,367	388	603	3,934	18	399	16	1,468	...	224	...	193	34	2,318*	...	2,058	238	6	...	13	3

* Excluding 18 candidates passed (out of 53) from guru-training classes attached to middle schools; 15 being Hindus and 3 Mahomedans.

While the number of competing schools declined from 1,017 to 1,008, that of successful schools rose from 790 to 844. The number of examinees (including 603 private students) was 3,934, against 4,063 of 1890. Of these 2,318 passed, 34 with middle English and 2,284 with middle vernacular certificates, against 22 and 2,035 respectively of the previous year. The percentage of successful candidates has risen from 50·6 to 58·5. This is in keeping with the results of the middle English examination, where the percentage shows an increase from 61·1 to 67·8, inasmuch as the two standards of examination are identical in all subjects except English language and composition, in which candidates for the middle vernacular examination are not examined.

64. The following summary gives in one view the combined results of the middle scholarship examinations for the two sets of schools :—

1889-90.

	Number of candidates.	Passed at the— Middle English examination.	Middle vernacular examination.	Total passed.
Middle English schools	2,660	719	921	1,640
„ vernacular „	3,371	22	1,855	1,877
Total ...	6,031	741	2,776	3,517

1890-91.

Middle English schools	2,755	858	1,029	1,887
„ vernacular „	3,331	34	2,091	2,125
Total ...	6,086	892	3,120	4,012

The foregoing statement shows that although there was but little increase in the number of candidates (from 6,031 to 6,086), the number of candidates who gained the middle English certificate rose by 151, or 20·4 per cent., and of those who gained the middle vernacular certificate by 344, or 12·4 per cent. It is therefore satisfactory to find that the serious falling off in the results of

these examinations, to which attention was drawn in my last annual report, has not been sustained.

65. The middle and upper primary scholarship examinations were for a long time held about the end of January every year. Owing, however, to the recent change in the date of the Entrance examination, it has been settled, after consulting the Circle Inspectors, to hold these examinations in future immediately before the Durga Puja holidays, in order that the results may be published in time to enable the boys to be admitted to high English schools at the commencement of the next session. This change will also place the whole winter, the best touring season of the year, entirely at the disposal of the officers for inspection work. In order that the change may be carried out gradually, the examination in 1891 will be held about the end of November.

66. It is needless to refer again to the vexed question of the value of what are called amalgamated high schools, that is, schools in which instruction in the lower classes is imparted chiefly through the vernacular, and in which all boys of the fifth class are required to pass the middle examination before promotion to the fourth. As noticed in previous reports, the system has been working satisfactorily in the Presidency and Rajshahye Divisions, and is least thought of where it has been least tried. That it combines the elements of cheapness and soundness is not denied. The advantages of imparting a rudimentary knowledge of the principal subjects of study through one's mother-tongue are admitted by experienced educational officers, as well as by independent native gentlemen who have themselves received such a training in earlier days. But the system is distrusted as tending to retard progress in the English language; and it is therefore advisable that its adoption should be left to the good sense of the people themselves and not forced upon them by the Department.

67. *Drawing.*—Besides the three Government schools at Calcutta, Hooghly, and Dacca, there are a few schools under European management, St. James' School and La Martinière, for instance, where regular attempts are made to teach drawing. The figures of the Entrance examination show that there were altogether 155 candidates in this subject, of whom only 8 passed, 3 being Europeans or Eurasians and 5 natives of Bengal. The only result up to date of the opening of drawing classes in three Government schools is that, after a trial of two years, two candidates have passed from the Hindu School and one from the Hooghly Branch School. The exceptional position which the subject holds in the curriculum of study for the Entrance examination, together with the natural aversion of the Bengali boy to pursue technical studies of any kind that do not directly pay at a public examination, accounts for this discouraging state of things. Drawing does not enable a boy to take a high position in the list of successful candidates; it does not add to the value of his pass certificate; it is purely optional; on the other hand, it interferes with the rest of his studies. The only means to popularise the subject is to enhance its value as qualifying for a pass; by framing a rule, for instance, that in the case of boys securing less than the pass marks in subjects like history, Sanskrit or mathematics, their skill in drawing will be taken into consideration. I have already, in a recent communication to Government, fully submitted my views on the steps that may be taken to promote the successful study of drawing and allied subjects in our secondary schools. In that letter I have stated that as a measure preliminary to the introduction of drawing in middle schools, it will be necessary to make it a compulsory part of the course in training schools, so that no candidate should be declared to have passed the vernacular mastership examination unless he has qualified in drawing. In a few years we should thus have a considerable number of qualified teachers of drawing, and we could then add the subject to the curriculum of middle schools, by assigning high marks to it as a voluntary subject, or even by making it compulsory. These views have been accepted by the Government.

68. *Discipline and Moral Training.*—All the higher inspecting officers are decidedly of opinion that the discipline in almost all classes of schools shows signs of improvement;—conduct registers have been introduced, hostels are becoming more numerous and popular, books of questionable morality are being carefully excluded from the course of study, and, above all, breaches of discipline that occasionally come to notice are promptly and effectively punished. The

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steady progress towards this desirable end is to be attributed to the strenuous efforts of the Department for the last few years, combined with the hearty co-operation of the University and of school managers generally. A set of rules for regulating the transfer of boys from one high English school to another has been for some years in force, and Circle Inspectors have, during the year under report, framed corresponding but simpler rules, with my approval, for all classes of schools in the Province. The effect has, on the whole, been highly salutary; for although most of the officers complain of the heavy amount of additional work thrown on their shoulders in the administration of these rules, they all support the view that the boy is no longer master of the situation, and cannot now leave one school for another without paying his fees, or without his guardian's knowledge, or when chastised for misconduct, or not promoted to a higher class. Indeed, the tables are altogether turned, and it is not now very difficult for an unscrupulous head-master to harass a boy and put him to all sorts of delay, difficulty and inconvenience, when he wants to leave the school. It requires not a little vigilance, therefore, on the part of the inspecting officers to see that the rules are not turned into an engine of oppression. The complaints which I myself have to decide, and which are not completely covered by the rules, may be counted by the score; and the majority are brought by pupils against the authorities of their late schools, generally for refusing to grant them a transfer certificate. Not infrequently, exorbitant demands have been made by school-masters; and they are only brought to their senses by the prospect of being deprived of the right of competing for scholarships—a penalty which has been inflicted in several cases. On this subject Mr. Bellett remarks that "the transfer rules, both those issued by the Director of Public Instruction, and those which under his direction I have issued for middle schools, are working admirably; and I have little doubt that the very severe penalty attached to the violation of the rules, and the terribly bad odour which the infliction of the penalty would bring upon the offending head-master, will secure for the future that the rules are obeyed."

69. Regarding discipline in Government schools and in schools in backward localities, there was nothing particularly to complain of at any time. Middle and primary schools also, attended chiefly by little children, were never notorious for the unmannerly conduct of their students. It was only in aided and unaided high English schools in and about large towns, where boys might be tempted to acts of insubordination by bad example and emulation in wrong-doing, that lax discipline prevailed; and it is especially in reference to schools of this class that measures have from time to time been taken to remedy the evil. Schools, again, are often started as a mere money speculation; and in such cases, as the object is to attract pupils anyhow, discipline goes to the wall. The steps recently taken by the University for the maintenance of discipline deserve special mention.

A school cannot claim admittance to the Entrance examination unless it is certified by the local Inspector of Schools as having been in existence for the whole of the previous session, and as being qualified to teach up to the Entrance standard. This rule did not meet the case of those schools that were obviously started in opposition to an existing school for the sole purpose of injuring it; and the Syndicate sometimes found themselves compelled, much against their will, to admit to the examination a school which satisfied the other conditions named above, but against the recognition of which the Inspector protested on disciplinary grounds. The rule has now been enlarged, and power has been taken to exclude any school "which appears to the Syndicate to be from any cause injurious to the interests of sound education and discipline." The Syndicate have also authorised the Inspectors to withdraw from a school a certificate once issued—a rule which Dr. Martin describes as having brought the schools "completely under control." The transfer rules also empower me to report to the University cases of wilful violation or evasion of the rules; and the Syndicate has shown itself very ready to take action in such cases in support of discipline. There are schools which at one time seemed to live by sending up to the examination pupils whom other schools had refused to send up, and who therefore had little chance of passing. Dr. Martin mentions the case of a school which sent up 66 candidates to the Entrance examination in three successive years, and only one passed, though the head-

master certified of each candidate that he had a "reasonable probability" of passing. These cases have now been met by a new rule under which the Syndicate takes power to exclude from the examination schools which year after year show bad results.

It has been observed that many schools are still in the habit of enticing promising boys from other schools in order to gain credit from their passing at the Entrance examination; and the advertisements that occasionally appear in the *Education Gazette* and other popular Bengali newspapers, inviting students to join the upper classes of certain schools by the offer of scholarships or free tuition, go far to prove that the evil exists. There is no justification for the existence of a school, if it does not exist for the benefit of the locality in which it is, and if it can live only by drawing pupils from distant places. It may be hoped, however, that as the administration of the transfer rules is perfected and the regulations of the University are fully carried out, touting for pupils will cease to be practised.

I should not omit, in this connection, to record my appreciation of the services of the Central Text-book Committee, who, as noticed in the last year's report, were requested to frame a list of moral text-books out of those already published. As many as 88 text-books (24 in English and 64 in Bengali) have been selected as having a moral tendency, and have been marked with an asterisk in the authorised list, which was republished in the *Calcutta Gazette* of the 15th June 1891 for general information.

70. Rules and text-books and such-like external aids can, however, do little towards eradicating the evil where it exists. The individual character of the boy is the outcome chiefly of his home surroundings and home associations; and while it is true that his character as a student may to a great extent be moulded by the teacher, the latter can do but little with a disposition naturally unruly. Still, much depends upon the tact of the teacher and his personal character, the promptitude with which he perceives and checks the first symptoms of a mutinous spirit, and the influence that he exerts by his own conduct both in and out of school. On this point I may quote the following remarks of Mr. Bellett:—"Teaching morals out of a book may, with a Bengali boy, result in his having by heart a good stock of moral aphorisms . . . . but I confess that I have very little belief that any such study will turn an immoral lad into a moral one. Influence and example exercised and shown by his masters; individual interest taken by the master in the well-being and well-doing of each boy in his class, out of as well as in school; punishment for moral offences inflicted by the master as rarely as possible, but when inflicted, so inflicted as to have an element of judicial solemnity—these are, I believe, the means by which the moral condition of our schoolboys can be best improved."

The character of the master being, therefore, a matter of such vital importance in this relation, instances of misconduct should be rigorously dealt with. The head pundit of a school in Bankoora, for instance, was found to have brutally maltreated his old and helpless mother within the knowledge of his pupils. Another pundit in the Burdwan Division deliberately taught the gurus and pupils under him to give false evidence, in order to rid himself of a difficulty into which he had fallen. The offenders in these cases were punished by suspension, transfer and severe reprimand; but I am bound to add that the punishment appears to have been by no means adequate to the offence, even though in each case it was the first transgression. It is hard to over-estimate the mischief which such men do, and the punishment inflicted should be such as to convey a clear warning that offenders of that character will not be tolerated. It is also necessary to keep a careful watch over the conduct of students in training schools, and to maintain discipline by severe measures. Last April there was a riot among some of the pupils of the Patna Training School, in which an organised attack was made, outside the school precincts, upon a Ghazipuri pupil in consequence of a complaint that he had brought against some of the Behar pupils. Ten of the ringleaders were at once expelled by the Inspector, and nineteen others were sentenced to a monthly fine for six months. The remaining students were assembled and warned that they would be held responsible for the maintenance of order and discipline in the school, in case of any further disturbance being caused by the expelled students.

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71. *Physical Training.*—Physical exercises form an essential element of school discipline. Government schools generally have ample provision for physical training. Almost every school has a gymnastic teacher of its own, with sufficient apparatus, such as parallel bars, dumb bells, foot-balls, and so on; and teachers have been entertained in some instances to give instruction in drill. Schools under private management are also showing a desire to follow the example of Government schools whenever they have the means of doing so; and the reports of the Inspectors give many gratifying instances of the success with which gymnastics and other games have been practised in private institutions. In some cases it has been intimated that the continuance of the grant would to some extent depend upon the attention paid to physical exercises. The following brief notices of what has been done during the past year in colleges and collegiate and zillah schools will be of interest.

In the Presidency College a sporting club has been organised under the superintendence of Babu Bipin Behari Gupta, a Professor of the College, assisted by the gymnastic teacher, and a contribution of Rs. 100 a year has been sanctioned to meet an equal sum from the students. The Professors have contributed Rs. 100, and the students a much larger sum. Application has been made to the Commissioner of Police to allot a portion of the maidan for foot-ball. Foot-ball, lawn-tennis and cricket are also played in the college compound. The optional gymnastic class was attended by an average of about 30 students. Arrangements have also been made for giving instruction in drill, and any student of the Hare or Hindu School who does not take part in some other form of physical exercise will be required to attend the drilling class. In the Hooghly College and school the drilling class is now well attended. It was at first taught by a head-constable of the local police, and afterwards by Mr. Wheeler, a Professor of the College, who also takes a very active part in the management of the cricket and foot-ball clubs The gymnastic class is also very popular and successful, Maclaren's exercises being regularly practised. A grant of Rs. 75 was sanctioned for the foot-ball and cricket clubs, the total outlay on which amounted to more than Rs. 750. At Dacca the students of the College and school attending the gymnastic class numbered 58. It is expected that the number will increase, a new set of apparatus having been erected during the year at a cost of Rs. 450. The College cricket club, an institution of more than 20 years' standing, continues to flourish. During the last Christmas holidays they played a match against the Sibpur College club, and won it. Lawn-tennis and foot-ball are also regularly played by large numbers, and have so fully taken possession of the field that no special steps are thought necessary to make physical exercises compulsory. At Krishnagar the gymnastic class was attended by 83 boys, and was very popular and successful. As at Hooghly and some other colleges, many of the boys have reached a high degree of proficiency, judged from an English standard. The students also take a keen interest in cricket and foot-ball; and the corresponding clubs were attended by 47 and 67 members respectively. A grant of Rs. 160 (including Rs. 85 for a roller) was sanctioned during the year for these purposes, to meet an equal subscription from the students. There are no other local clubs to play cricket or foot-ball with, and it would be advantageous, in this and similar cases, to arrange for matches with some other college. Native games are popular and much played. At the Rajshahye College, gymnastics in some form, as well as swimming, have been made compulsory on all students of the College and school, who, under recent orders of the Principal, are refused promotion unless they pass a certain definite test, varying with each class. Thus for a student in the highest or fourth year class of the College the tests are—high jump, 4 feet 2 inches; long jump, 5 feet 2 inches; running 100 feet in 23 seconds; and hauling himself up a vertical rope, 15 feet. For little boys in the lowest class of the school the corresponding tests are—3 feet; 4 feet; 33 seconds; and 5 feet. Cricket is also practised, and native games, "of which," says Mr. Livingstone, "the students are passionately fond. The college play-ground is, during play-hours, a perfect Babel, from several sets of students playing with all their might the game of *hadugudu*." The gentlemen of the station, European and Native, take much interest in the college sports, and subscribed Rs. 125 last year for gymnastic prizes.

At Patna, drill has been made compulsory for those who play neither cricket nor foot-ball. The pupils (about 400) are divided into two sections, each section being drilled on alternate days. Drill is elsewhere very popular, but the head-master reports that at Patna the exercise is disliked by the students as being beneath their dignity. Many attempts are made to escape drill, but these are persistently discouraged. There is also a cricket club of 97 members, and latterly a foot-ball club of 34; horizontal and parallel bars are also to be erected, and it will be desirable to re-appoint a gymnastic teacher. The native game of *kapati* is occasionally played. At the Ravenshaw College, Cuttack, gymnasium was opened during the past year with a grant of Rs. 300, and a gymnastic teacher appointed to teach gymnastics and drill. At the end of the year 27 boys attended the gymnastic and 85 the drilling class—a fair beginning. Cricket, foot ball and tennis clubs were also formed, and a further grant of Rs. 92 made for these objects. At the Chittagong College, the gymnastic apparatus was not in good order, and the exercises of the boys were carried on in a half-hearted way. I sanctioned a grant of Rs. 200 for the repair and renewal of the apparatus; but further outlay for the construction of a shed is still required. I also sanctioned the appointment of a drilling-master, but this was not carried out. A grant of Rs. 30 was made towards the equipment of a cricket club. Indian games are frequently played. At the Civil Engineering College, Sibpur, there is an athletic class which all students are bound to join, the subscription being Rs. 1-8 a year. The club is fortunate in having for its President Mr. J. S. Slater, who does all that can be done to promote out-door games. All the European and about 75 per cent of the Native students take part in cricket and foot-ball. There is a gymnasium, but it is not much patronised, as there is no teacher of gymnastics. Drill is taught to 32 students who are volunteers. The college sports were held in February, when the Native students fully held their own with the Europeans. In throwing the cricket ball and in the high and long jump, the former had a higher record than the latter; while in the tug-of-war a Native team for the third time running pulled the Europeans over. I sanctioned a grant of Rs. 100 for the cricket and foot-ball clubs during the year.

72. It is perhaps needless to enter into similar details with regard to zillah schools. Liberal sums have been sanctioned in many instances from the surplus funds of the schools for gymnastic apparatus, for levelling a cricket-ground, or as a contribution towards cricket and foot-ball clubs. In a circular on this subject I pointed out that not merely gymnastics in the restricted sense—that of the parallel bars and the ladder—but drill and dumb-bell exercises, English games such as cricket, foot-ball and tennis, indigenous games (some of which bear a strong resemblance to prisoners' base and other pastimes of the English schoolboy), as well as those which are peculiar to no clime or country, such as running, jumping and throwing—all alike deserved encouragement. It seems to me that on the whole a fairly sufficient response has been made to the invitation held out by the Government. Though there are in almost every school (except those in which Mr. Livingstone's Spartan discipline has been introduced) a large number of boys who play no games, yet I think that the majority take physical exercise of some sort more or less systematically. There are a good many drawbacks to be encountered, chief of which is the indolence of the Bengali race in such matters; and not merely of the Bengalis, for strange to say, Behari boys, though of stronger bodily development, betray perhaps greater aversion to physical exercises. Then there is the fact that the Government schools are all day schools, and that the pupils have often to go long distances to and from school every day. To meet this difficulty the Inspector of the Eastern Circle has recommended, and I have sanctioned the proposal, that an hour should be given up to games and gymnastics in the middle of the day whenever the season is favourable, and of course on condition that the hours of study are not curtailed. This method will at any rate ensure a much larger attendance at gymnastic exercises. Other difficulties occasionally met with are the want of a play-ground and the want of funds. The former is difficult to meet; but the latter has been practically removed by the declaration that grants will not be stinted where there is need for them. I consider that we may now begin to look for something like the general introduction of physical

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exercises among the schoolboy world of Bengal. Emulation goes a great way; and there is no better form of emulation than that between school and school. If drill is unpopular, the knowledge that it may in certain circumstances be enforced will have a salutary effect. Competition within the school itself should always be encouraged; and I have in many instances sanctioned a definite allowance for gymnastic and other similar prizes. Finally, it may be noticed that the European residents of a station invariably take the keenest interest in the games of schoolboys, who derive much encouragement and assistance from their sympathy and other substantial help.

73. HOSTELS.—The following statistics as to the cost of living in a hostel will be of interest. They are taken from the returns of 26 hostels in different parts of Bengal, containing 822 resident students in 1890-91. Hostels in Calcutta are excluded, since the cost of living is much higher. It appears that the average cost was almost exactly Rs. 4 a month, made up as follows:—

	Rs.	A.	P.
Food	2	11	6
Servants	0	11	6
Rent and taxes	0	5	0
Sundries	0	4	0
	4	0	0

Of this sum, the student contributed Rs. 2-11-6, Government paid 13 annas in the form of head-money for superintendence, and the balance of 7½ annas was contributed from subscriptions, endowments, and other sources. In five of the hostels considerable sums were paid for rent and taxes, but in most there was no, or but a small, charge under this head. In ten of the hostels the total monthly charge fell between Rs. 3 and Rs. 3-8, but in these little or nothing had to be paid for rent. The most expensive hostels were the following:—

		Rs.	A.	P.
Rangamati Boarding School	(23 boarders)	5	2	4
Raj Chandra Hostel, Dacca	(81 „)	5	7	7
Chandpur High English School	(20 „)	5	9	0
Krishnagar College Hostel	(27 „)	5	15	9
Hindu Hostel, Hooghly	(60 „)	6	5	6
Bhutia Boarding School, Darjeeling	(10 „)	6	8	3
Kishoregunge High English School	(5 „)	8	8	6

At the Rangamati, Kishoregunge and Chandpur schools there was no charge for rent and taxes; at the Bhutia Boarding School the charge amounted to 9 annas a head monthly; and at the Dacca, Krishnagar and Hooghly hostels to a little over one rupee a month.

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74. The following statement gives the comparative statistics of primary schools for native boys for the past two years:—

Upper Primary Schools.

	1889-90.		1890-91.	
	Schools.	Pupils.	Schools.	Pupils.
Under public management—				
Managed by Government	6	176	5	130
Ditto by District or Municipal Boards ...	10	253	11	299
Under private management—				
Aided by Government or by District or Municipal Boards	3,143	117,634	3,316	121,214
Unaided	178	6,505	205	6,894
Total ...	3,337	124,568	3,537	128,537

Lower Primary Schools.

	1889-90.		1890-91.	
	Schools.	Pupils.	Schools.	Pupils.
Under public management—				
Managed by Government	7	96	12	174
Ditto by District or Municipal Boards ...	2	50	3	115
Under private management—				
Aided by Government or by District or Municipal Boards	35,116	802,055	36,002	809,835
Unaided	9,020	158,664	7,980	132,087
Total ...	44,145	960,865	43,997	942,211
GRAND TOTAL ...	47,482	1,085,433	47,534	1,070,748

There has been a gain of 200 upper primary schools with 3,969 pupils, and a loss of 148 lower primary schools with 18,654 pupils. The result is a net gain of 52 primary schools for boys and a loss of 14,685 pupils. There has been a moderate gain in every class of schools, except unaided lower primaries. The table given in the next paragraph shows that there has been a loss of pupils to the number of 1,000 and upwards in 13 districts (4 in the Dacca, 3 in the Presidency, 3 in the Rajshahye, and 2 in the Patna Division), while in 5 other districts there have been small losses of less than 300 pupils each. In 33 districts there has been a gain. The losses are not very difficult to account for. The flood which swept over parts of the Dacca, Rajshahye and Presidency Divisions, and lasted for nearly two months, destroying houses and schools, crops and cattle; the partial agricultural distress consequent thereon; the impossibility, in many cases, of re-assembling the boys after the waters had subsided; and the prevalence of malarious fever, cholera, and other epidemics in the winter, have been assigned with great probability as the causes of the decline in those places. Added to these was the census, which imposed a great deal of work, nearly up to the close of the year, upon those subordinate inspecting officers on whose exertions we have to rely for collecting information about unaided schools throughout Bengal. There was a loss of 1,548 unaided lower primary schools with 35,613 pupils in the Dacca Division alone; and in one of the districts of that division a special cause was at work. "The loss is the greatest in Dacca," the Inspector writes, "to account for which the Deputy Inspector mentions two causes—*first*, in the preceding year the late Inspecting Pundit and the Inspecting Munshi of the Dacca and Naraingunge municipalities returned a very large number of schools, some of which did not really exist; *second*, the flood and its train of miseries." The officers connected with the fabrication of false returns have been dismissed by the Magistrate. The Commissioner has ascertained that the evidence was insufficient to warrant their prosecution on a charge of fraud.

The loss of one upper primary school under public management arises from the classification of the practising school attached to the Rungpore training school as a middle vernacular. The rise and fall in the different divisions, together with their causes, will be noticed further on. The average number of pupils to a school shows a slight decline from 22·86 to 22·54.

75. The following table shows the proportion of boys actually at school in the different districts, compared with the number of boys of school-going age, taken at the usual rate of 15 per cent. of the male population :—

	DISTRICT.	Male population.	Number of boys of school-going age.	NUMBER OF BOYS AT SCHOOL.		PERCENTAGE OF BOYS AT SCHOOL TO BOYS OF SCHOOL-GOING AGE.	
				Year 1889-90.	Year 1890-91.	Year 1889-90.	Year 1890-91.
1	Hooghly ...	527,027	79,054	51,658	53,625	70	68
2	Noakholly ...	508,794	76,319	37,085	41,754	59	54
3	Howrah ...	369,551	55,433	28,004	29,716	58	53
4	Midnapore ...	1,302,897	1 5,434	98,967	100,013	53	51
5	Tipperah ...	908,924	136,338	67,316	67,806	49	49
6	Balasore ...	479,406	71,911	33,082	33,936	48	47
	Bankoora ...	522,531	78,379	32,855	36,733	43	47

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	District.	Male population	Number of boys of school-going age	Number of Boys at School.		Percentage of Boys at School to Boys of School-going Age.	
				Year 1889-90.	Year 1890-91	Year 1889-90	Year 1890-91.
8	Burdwan ...	678,093	101,714	44,691	46,427	44	45
	Cuttack ...	941,514	141,2[illegible]7	60,067	63,928	47	45
10	Calcutta ...	440,694	66,104	28,056	29,375	64	44
11	Chittagong ...	611,820	91,773	37.018	39,927	40	43
12	24-Pergunnahs ...	987,847	148,177	64,131	62,818	43	42
13	Dacca ...	1,194,182	179,127	97,190	74,288	62	41
14	Backergunge ...	1,100,567	165,085	64,543	62,995	44	38
15	Khoolna ...	612,694	91,904	34,897	31,600	40	34
16	Beerbhoom ...	385,646	57,847	19,431	19,398	33	33
17	Singbhoom ...	271,827	40,774	12,827	12,769	30	31
18	Pooree ...	471,204	70,680	17,092	19,600	25	27
	Patna ...	866,082	129,912	33,541	34,868	26	27
20	Moorshedabad ...	602,952	90,443	20,836	21,091	23	23
21	Furreedpore ...	891,390	133,708	37,114	29,130	30	21
22	Jessore ...	939,735	140,960	34,665	28,928	24	20
	Maldah ...	398,171	59,726	11,219	12,148	21	20
	Sarun ...	1,136,217	170,433	32,217	34,039	20	20
25	Nuddea ...	798,888	119,833	26,063	23,551	21	19
26	Mymensing ...	1,773,044	265,957	46,233	44,224	19	16
	Pubna ...	674,594	101,189	17,870	16,359	18	16
	Dinagepore ...	808,815	121,322	18,044	19,641	15	16
	Monghyr ...	981,363	147,204	22,866	23,527	15	16
30	Bogra ..	417,898	62,685	11,205	9,640	20	15
	Gya ...	1,045,183	156,777	23,964	24,010	15	15
	Manbhoom ...	592,105	88,816	12,656	13,279	16	15
	Hazaribagh ..	565,901	84,885	12,718	12,738	15	15
34	Chumparun ...	934,542	140,181	19,521	20,455	14	14
	Bhagulpore ..	999,666	149,950	22,084	20,966	15	14
36	Sonthal Pergunnahs ...	865,569	129,835	16,346	17,222	13	13
	Rajshahye ...	654,880	98,232	13,261	13,336	13	13
38	Rungpore ...	1,069,543	160,431	19,656	19,375	12	12
	Lohardugga ...	855,087	128,263	14,338	15,288	12	12
	Julpigoree ...	361,958	54,294	7,049	6,930	15	12
41	Shahabad ...	980,259	147,039	15,412	16,191	10	11
	Darjeeling ...	122,930	18,439	2,001	1,998	14	11
43	Mozufferpore ...	1,295,121	194,268	20,371	20 953	10	10
	Purneah ...	991,480	148,722	17,261	15,784	12	10
	Orissa Tributary Mehals ...	17,315	137,597	12,225	14,496	10	10
46	Durbhunga	1,354,972	203,246	18,036	15,790	9	7
47	Chittagong Hill Tracts ...	59,694	8,954	254	527	2	6

The figures showing the population of the districts, as ascertained by the recent census, differ considerably from those used in previous reports. The percentages for the year 1889-90 are based on the old figures of population; those for the year 1890-91 on the new; and hence there is a general reduction. But it will also be noticed that the relative positions of many of the districts have materially changed. Calcutta, for example, which occupied the second place, has now gone down to the tenth, owing to the inclusion of the population of the suburbs. Similarly, Dacca has lost no less than ten places in consequence of a heavy loss in schools and pupils.

The number of districts with 50 per cent. and upwards of their male children at school has fallen from 6 to 4; those with from 40 to 49 per cent. and with 20 to 39 per cent. remain unaltered at 9 and 11 respectively; those with 10 to 19 per cent. have increased from 19 to 21; and there are two, as before, with less than 10 per cent. at school.

Calcutta and Dacca have come down from the first to the second group; Khulna and Backergunge from the second to the third; and Nuddea and Bogra from the third to the fourth.

76. The following statement shows the expenditure incurred from the primary allotment by the Department and by District Boards on account of schools for boys and girls, and of the subsidiary inspecting agency. Payments for schools in the Damin-i-Koh, Banki and Angul are excluded.

	From Provincial revenues.	From District funds.	Total.
	Rs.	Rs.	Rs.
Stipendiary schools	95,806	1,92,461	2,88,267
Non stipendiary schools ...	27,601	2,39,107	2,66,708
Schools abolished before the close of the year	3,241	7,760	11,001
Chief gurus and inspecting pundits ...	9,833	81,234	91,067
Examination charges	1,175	11,125	12,300
Scholarships and prizes ...	7,653	17,617	25,270
Grants for buildings and furniture...	4,163	4,052	8,215
Other payments	7,839	26,239	34,078
Total ...	1,57,311	5,79,595	7,36,906
Allotment	1,78,925	6,14,029	7,92,954
Savings	21,614	34,434	56,048

The allotment for primary schools controlled by the Department was Rs. 1,43,000, of which Rs. 1,39,943 was assigned to the different districts, and Rs. 3,057 was kept as a reserve to meet future demands. The grant for the improvement of Government estates was Rs. 35,925, of which Rs. 21,865 was spent during the year. This mainly explains the large saving under Provincial revenues. The savings under district funds will be considered later on.

A sum of Rs. 58,811 was also spent on 437 primary schools for boys and girls, mostly under missionary management, from the grant-in-aid fund, and 127 primary schools received Rs. 11,100 from the circle school grant.

77. The most important point for consideration is the proportion of the amount spent on stipendiary schools to that given in the form of rewards to non-stipendiaries. Though the stipendiaries represent only about a fifth part of the primary schools, they have been for some years past receiving more than half the money expended for the advancement of primary education. Thus in 1889-90 6,581 stipendiaries received Rs. 2,81,885, or Rs. 42·8 on an average, while 32,645 non-stipendiaries received Rs. 2,69,954, or only Rs. 8·3 to a school. Again, the stipendiaries were attended by 216,145 pupils, and the cost of each pupil was Rs. 1-5, while the 711,933 pupils in the non-stipendiaries cost only 5 annas on an average. The results of the last year's administration are of much the same character. They show that 6,670 stipendiary schools with 215,792 pupils received Rs. 2,88,267, or Rs 43·2 to a school and Rs. 1-5 to a pupil, while 33,842 non-stipendiary schools with 728,618 pupils earned Rs. 2,66,708, or Rs. 7·9 to a school and about 6 annas to a pupil. It may be urged that the stipendiaries are either situated in backward places, or are the best schools of their class; and that a large portion of them, being upper primary schools conducted by two teachers instead of by a single guru, necessarily require and receive higher grants. It may also be urged that those non-stipendiaries which send no pupils to any examination are properly speaking unaided schools, which merely get a rupee or so at the close of the year for submitting returns to the Department; and that they should therefore be left out of the comparison, since they unduly depress the average rate of aid. It is no doubt desirable to encourage pathsalas in backward places, as well as those that work efficiently, with fixed monthly stipends; but it is equally necessary that funds should be provided for the support and the encouragement of those primary schools which are outside the range of the stipendiary system, and which show great and increasing vitality in spite of the fact that the average rate of reward has stood at so low a figure. That many non-stipendiary schools are as efficient as the stipendiaries is evident from the fact that during the year under report 6,586 lower primary schools were successful at the lower primary scholarship examination, while the number of lower primaries for boys in receipt of stipends was 3,379 only, and it cannot certainly be inferred that all the latter were successful at the examination. In the same way, it cannot be denied that many non-stipendiaries also have to labour under the disadvantages of a backward locality. Even if we leave out the few pathsalas which send no pupils to any examination, the average reward of a non-stipendiary school will not be found much above Rs. 8 a year. And taking boys' lower primaries alone, 3,379 stipendiaries with 105,200 pupils cost Rs. 1,16,165, or Rs. 34·3 a school and Rs. 1·1 a pupil; while 27,239 non-stipendiaries sending pupils to the examination, with 605,651 pupils, cost Rs. 2,33,948, or Rs. 8·5 a school and 6 annas a pupil.

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78. These considerations, together with the fact that we have still a very large number of pathsalas which receive no aid whatever from any public fund, but which exist in the hope of being one day admitted to the aided class, point to the necessity of setting free as large a share as possible of the limited funds at our disposal. This may be done—*first*, by cutting down the rate of stipends; *secondly*, by reducing the number of stipendiaries and extending the payment-by-results system; *thirdly*, by reducing the number of chief gurus and inspecting pundits to the lowest limit consistent with efficient control; and *fourthly*, by excluding from rewards those pathsalas that fail to earn a certain fixed minimum. That the evil now complained of did not exist when the control of primary education was in the hands of the Department cannot be said; but whereas the payment-by-results system had been fostered and had acquired considerable development under the Department, the policy which most of the Boards at the outset seemed to favour was that of gradually replacing the results by the stipendiary system. It is unfair, however, to lay the blame entirely at the door of the Boards, for the fault is very often due to the influence of the subordinate inspecting officers who advise the Boards, and who look to the obvious fact that stipendiary schools are the best. It has been urged, especially from some of the districts in the Rajshahye and Patna Divisions, that they are not yet ripe for the system of payment-by-results, and that the only schools which really flourish are those that receive fixed stipends. But facts and figures may be adduced in abundance to prove that, in every district of the Patna Division, with the single exception of Shahabad, the non-stipendiary schools continue to advance, both in numbers and in quality, and to show remarkable progress at the public examinations, in spite of the limited support afforded to them. While the Shahabad District Board has practically abolished the system of rewards, on the alleged ground that they encourage fraudulent practices, in Patna, on the other hand, aid is exclusively given in the form of rewards, and there is not a single stipendiary school under the Board. It is therefore of importance to notice that Patna occupies the first place in the division and Shahabad the last, as tested by the number passing the lower primary and standard examinations. In the upper primary examination, as might be expected, Shahabad occupies the highest place. The conclusion therefore seems to be beyond dispute that if the grant for stipends were diminished, and that for rewards increased, so much more encouragement would be given to primary schools, as a whole, that the resulting gain would be much greater than the resulting loss. A stipendiary school at Rs. 43 a year does more educational work than a non-stipendiary at Rs. 8 a year, but it does much less than the five non-stipendiaries which might be supported at the same cost.

79. District Boards, in fact, manifest every variety of practice in dealing with their primary allotments. Thus in the Midnapore district Rs. 9,500 were allotted in 1890-91 for stipends and Rs. 16,887 for rewards; in Backergunge, Rs. 2,327 for stipends and Rs. 15,557 for rewards; in Tipperah, Rs. 6,200 for stipends and Rs. 15,786 for rewards; in Cuttack, Rs. 4,500 for stipends and Rs. 13,500 for rewards. On the other hand, in Burdwan Rs. 13,440 were allotted for stipends and only Rs. 7,923 for rewards; in Bankoora, Rs. 7,300 for stipends and Rs. 5,963 for rewards. In most of the districts of the Rajshahye Division the allotment for rewards exceeded that for stipends: in seven out of eleven districts of Behar the reverse was the case. The fact that the four districts first-named head the list given below in paragraph 92, showing the relative order of the districts as regards the number and advancement of their schools, is important as showing that the allotment of the bulk of the primary grant to rewards after examination is not inconsistent with educational progress; but undue stress need not be laid on the comparison, since they are also among the districts that have the largest grants for primary education. It should be stated, however, that District Boards are gradually devoting a larger share of their allotments to rewards. In examining the Board's educational budgets I have never failed to challenge any instance in which the amount allotted to stipends has been increased at the expense of the grant for rewards; and in many cases a better final distribution has been made. For example, in the districts of the Burdwan Division the grant for stipends fell in 1890-91 from Rs. 45,282 to Rs. 40,190, while that for rewards rose from

Rs. 40,370 to Rs. 52,355. In the Patna Division the grant for stipends fell from Rs. 37,231 to Rs. 33,617, while that for rewards rose from Rs. 23,926 to Rs. 26,446. This has not always been the case however: in the Rajshahye Division the stipend grant was increased from Rs. 12,371 to Rs. 16,894, and that for rewards reduced from Rs. 43,988 to Rs. 39,795. These are the figures for 1890-91; but in examining the estimates for the current year, 1891-92, I have noticed that in the majority of instances the grant for rewards has been increased on the District Board's own motion. I am satisfied that the report for the present year will show a marked improvement in this important respect.

80. The arguments that I have urged upon many District Boards are the following. While fully recognising the greater stability that a system of stipends gives, and the advantages of extending that system if only there were funds to meet the cost, I have pointed out a means of combining the advantages of both systems, so as to make the best use of the limited sums now at the disposal of the Boards for primary education. Except in the case of very backward tracts, where hardly any fee-receipts can be looked for, and where, therefore, a stipend is the teacher's chief means of subsistence, small stipends of one to two rupees a month are, it is believed, just as efficacious as larger ones, for the purpose of securing the stability of a lower primary school. Such sums might, for convenience, be paid quarterly, as a sort of retaining fee. Moreover—and this is the central point of the scheme—the small stipend should in every case be regarded as an advance out of the reward to be subsequently earned at the central examination, to which all such stipendiary schools should be admitted along with the rest. Thus a school would be entitled to receive only the amount by which the sum earned at the examination exceeded the Rs. 12, Rs. 18, or Rs. 24 already paid, or to be paid, to it as a stipend. If any school earned less than the amount of its stipend, it should not be called upon to refund the difference; but its future retention on the list (possibly with an increased stipend, possibly with none) would be decided by the District Board after consideration of the usefulness of the school and the backwardness of the locality. The total amount that a school could earn at the examination should also be limited to say Rs. 50 (inclusive of the stipend, if any), so that prosperous and well-attended institutions should not carry off an undue share of the primary grant, to the detriment of struggling schools. On the other hand, there is no advantage in frittering away the grant in small payments of Rs. 2, Rs. 3, or Rs. 4 to schools that fail to earn any larger rewards at the examination. Such payments would hardly help the schools in any appreciable degree, while they might materially reduce the total sum available for rewarding schools of greater public utility. Something like Rs. 4 or Rs. 5 might be fixed as the limit below which no reward would be paid to a school; and it is evident that the fixing of such a limit would supply a struggling school with a very tangible inducement to improve itself and increase its earning power. On such lines as I have sketched above, I should see no objection to a considerable extension of the system of small stipends; but, for the reasons indicated, they should not be regarded or classed in the returns as stipends, but as rewards earned by examination. And the more prosperous the school, the smaller the nominal stipend that need be given to it, since its fee-receipts constitute a steady source of income, sufficient in many cases to render a monthly subsidy unnecessary. Stipends of Rs. 3 or Rs. 4 a month, such as are still frequently given as a reward for success to flourishing lower primary schools that could do very well without them, should under this system be strictly reserved for needy schools in backward tracts, where schools were wanted and were also likely to succeed.

It would be necessary to provide, further, that stipends, whether large or small, should only be given to schools having a certain minimum attendance of pupils and affording promise of future success; and also that the list of stipendiary schools should be revised from time to time, with the object of removing both those that failed to justify their stipends and those that no longer needed assistance of that kind.

81. The foregoing remarks apply to lower primary schools. To a certain number of upper primary schools in each district I see no objection to

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granting a substantial stipend—say Rs. 5 or Rs. 6 a month for one teacher, or Rs. 8 a month for two (and all schools of this class require two teachers), in addition to all that they can earn in the way of fees. These schools require special encouragement, as occupying a distinct and important place in the educational system ; and if a good school of its kind, regularly passing pupils at the upper primary examination, can be maintained at an outside cost to public funds of Rs. 100 a year, the money is well laid out. Aid to this extent can be given to a large number of schools without unduly trenching on the grant for lower primary education, apart from the fact that an upper primary school is merely a good lower primary school with two classes added at the top.

There are four standards of progress recognised by the Department within the limits of primary education: the upper primary, the lower primary, and below them the A and the B standards. The standards are precisely defined, and examinations, either for scholarships or for rewards, are conducted in accordance with them in every district. Schools, especially stipendiary schools, are often allowed to send candidates to the highest standard of examination for which they are fit, and to no others. I regard it, however, as essential to the progressive development of lower primary schools that those which send pupils to the lower primary scholarship examination should be encouraged and required to compete at the A and B standard examinations also. In this way only can the orderly advance of pupils from the lower to the higher stages be ascertained and secured. In the same way, upper primary stipendiaries should be required to send candidates from the corresponding classes to the lower primary and to the standard examinations as a test of progress, though in their case no rewards would be earned.

82. Towards the end of the year under report I paid a visit to Behar, and with the help of Dr. Martin, the Circle Inspector, made inquiries into the primary education system adopted by some of the District Boards. Dr. Martin has since addressed a circular to the several District Boards in his circle, setting forth the views expressed above, and proposing a model budget for a district with a primary allotment of Rs. 10,000 a year, which runs as follows:—

		Rs.
Six inspecting pundits (pay Rs. 15 and horse allowance Rs. 5) ...		1,440
Stipendiaries ..	20 upper primaries, at Rs. 8 ...	1,920
	50 lower ditto „ 2 ...	1,200
Non-stipendiaries ...	150 on advance rewards, earning an average of Rs. 16 a year ...	2,400
	280 others earning Rs. 8 a year ...	2,240
Female education, apart from that of girls in boys' schools ..		500
Examinations and contingencies		300
Total ..		10,000

As explained above, there are some difficulties in the working out of this scheme, since schools to which money has been advanced may cease to exist and the money be lost. But even at present, with no advance system, the charges on abolished schools (*i.e.*, schools in receipt of stipends abolished before the close of the year) are heavy enough, and the vigilance of the inspecting officers should provide a sufficient safeguard against improvident advances. The scheme is substantially the same as the mixed system advocated by Mr. Bellett, with the difference that the amounts advanced are to be called rewards and not stipends, and will be recoverable from the sums subsequently earned. I hope that the views here set forth may be of service to District Boards in the difficult task entrusted to them in the control of primary education.

83. The details of "other payments" (see table, paragraph 76) are given below:—

	Rs.
Contributions to middle schools	2,408
Ditto to khas mehal, circle and other schools	4,139
Stipends to gurus in guru-training schools	3,612
Commission for money-orders	6,572
Contingencies and miscellaneous	17,347
Total ...	34,078

The decrease in these charges from Rs. 1,50,375 in 1889-90 to Rs. 34,078 is only nominal, as five of the items (chief gurus and inspecting pundits, building

and furniture grants, scholarships and rewards, examination charges and those on abolished schools) have now been separately shown.

84. It is to be regretted that, notwithstanding the desire expressed in paragraph 91 of my last report that, very exceptional cases apart, no school aided from the primary grant should be allowed to teach a single pupil beyond the upper primary standard, the number of middle schools assisted from the khas mehal and primary grants should show an increase. In 1889-90 there were 107 such schools, receiving a sum of Rs. 6,306 from the primary grant. In 1890-91 the number rose to 132, and the payments to Rs. 8,440. I have made careful inquiries into every one of the 107 cases reported in the previous year, and I find that they are divisible into two classes. By far the most numerous class of cases are those in which a school, originally aided as a lower or upper primary, has gradually raised itself to the middle vernacular (in five cases, indeed, to the middle English) standard. It is not quite easy to lay down a general rule for the treatment of such cases. On broad principles of administration it may be urged that not a rupee of the limited primary grant should be spent on other than primary education. It is quite true that the school remains a primary school as regards the bulk of its pupils, and that only one or two promising lads every year, after passing the upper primary examination, are pushed up to the middle standard. But, as I wrote last year, "by the introduction of the middle vernacular element, the school runs the risk of being raised into a different educational atmosphere, which may suit some, but is not necessary or even wholesome for all the pupils." Furthermore, it is abundantly evident, from the special reports that I have received, that in probably the majority of cases the teaching of the whole lower section of the school suffers in order that two or three boys may be sent up to the middle school examination. On the other hand, it may be urged that we have no right to check the upward progress of a school which asks for no more aid when it teaches the middle than when it taught the lower primary standard. The schools in question are generally not rich enough in private resources to claim a grant in-aid, even if the District Board was in a position to give one, which in nearly all cases it is not. The schools therefore content themselves with some moderate subsidy from the primary grant, even though doing work which would justify more liberal assistance from public funds. Very often there is no middle school within many miles, so that if they are debarred from teaching the middle standard, a whole region suffers.

85. I am certainly not disposed to check the legitimate aspirations of schools after a higher standard of instruction; but, for all that, a school which teaches the middle standard has no claim to aid from the primary grant, which is intended for a different purpose. From the reports of the Deputy Inspectors, I gather that in probably five-sixths of the cases the permission to teach the middle standard could be withdrawn without any hardship. It may be inferred that these are the cases in which the attention of the head teacher is engrossed by the higher classes, to the detriment of the rest of the school. There remain the few cases in which, as the Circle Inspectors believe, an injury would be done to education by closing the classes, either because, in a backward part of the country, the people for a long distance round have no other means of acquiring education to the middle standard, or because the schools are only waiting until the District Board can give them grants-in-aid, when they will relinquish their primary grants. A sound principle need not be ridden to death; and therefore I would recommend that no school teaching to the middle standard should receive any assistance from the primary grant except with the permission of the Circle Inspector; that such permission should be withheld unless he was satisfied that there was a sufficient staff to teach the lower and upper primary standards thoroughly, and unless pupils were regularly sent up for the corresponding examinations; and that the number of these schools, with the reasons for aiding them, should be reported annually to the Director. All such schools should be classed as "upper primary schools," and the returns of the Middle Scholarship Examination would be sufficient to show how many of them sent pupils each year to be examined by that standard.

86. The second class of middle schools receiving aid from the primary grant is confined to Behar. Many years ago the Inspector of that circle appealed to the District Magistrates for the appointment of a guru, payable

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from the primary grant, to be attached to various Government middle vernacular schools, with the object of teaching their lower classes the full lower primary standard, including mental arithmetic and bazar accounts after the indigenous method, so as to give the initial instruction a more practical turn. The classes thus taught by the guru form a real primary school, subject to the condition that they are not allowed to compete for primary scholarships. The middle schools, together with their attached gurus, have now passed over to the control of the District Boards. Dr. Martin, the present Inspector, thinks that some of the middle schools which employ gurus might now do without them, but believes that it would be a mistake to put a stop to the system all at once. The financial condition of each school—that is, its ability to pay the guru from its own resources—would have to be considered; and, as in the other class of cases, I should prefer to leave the decision to the Inspector, subject to periodical report to this office.

87. The Assistant Inspector of Bhagulpore thus refers to another irregularity in his division:—"In the Sonthal Pergunnahs, unlike other districts, stipendiary primary schools also get rewards for passing boys by the A and B standards at the central examinations. This system of double payments, while the non-stipendiaries are not getting adequate rewards for want of funds, should be discontinued." With the new system advocated above, under which small "advance stipends" are given to schools, and the total earnings of each school are limited to a certain sum, the objection will disappear.

88. The municipal contribution to primary schools for boys and girls was Rs. 20,411, against Rs. 20,827 in the previous year. Of this amount, Rs. 12,256 were paid to boys' schools. The Inspector of Schools, Presidency Circle, writes as follows on the administration of primary schools by the Municipality of Calcutta:—

"The municipal expenditure fell off from Rs. 1,843 to Rs. 440. As on the previous occasion, the figures under this head cannot be relied upon. The Deputy Inspector complains that he has repeatedly requested the Secretary to the Corporation for the returns of expenditure during the year under report, but in vain. The table gives the sum total of the money returned by the schools; but it is evident that the Municipal authorities could not spend their educational allotment before 31st March, and hence the expenditure actually incurred has not been shown. In the previous year the school-returns showed Rs. 1,843 under the head of contributions from the municipality, while from a communication received from the Secretary on the 14th August 1890 it appeared that the Corporation had actually spent Rs. 1,918 during the year. The discrepancy for the year under report, therefore, must be very much wider, as the educational allotment is said to be Rs. 3,000 a year.

"The departmental officers are never aware of what the Municipal authorities pay, except when they happen to learn it from the schools. So far as I am aware, the Corporation has no special officers for the examination and inspection of the schools, and no special rules for the payment of rewards. Such being the case, it is but natural that there should be occasional irregularities. For instance, under section 36 (clause 12) of Act II (B.C.) of 1888, the Corporation is authorised to help primary and technical schools only. But from the returns furnished by the Secretary for the year 1889-90 it appears that middle schools also enjoyed a considerable share of their patronage. Again, it is not unusual for unscrupulous men to start pathsalas at the close of the year for the purpose of earning rewards, and melting away as soon as that object is fulfilled. The possibility of such malpractices is no mere hypothesis. A case of this nature is reported by the Sub-Inspector, in which one Bhutnath Mukherji of Khidderpur, Koyla Sarak, is said to have improperly earned some municipal money by showing off a pathsala attended mostly by pupils from other schools. The matter is still under investigation."

Since the above was in type, the Inspector has informed me that he has received a communication from the Secretary to the Corporation, dated the 7th August, in which the expenditure incurred by the municipality during the year is stated to have been Rs. 678. Inquiry will be made as to the short expenditure and the mode of administering the educational grant in Calcutta.

89. The following table shows how the primary grant was administered in the different districts, the figures being taken from the divisional reports.

The annual cost for each pupil varies from 8·6 annas in the Burdwan Division to 20·8 annas in the Bhagulpore Division :—

Divisions.	Districts.	Allotment.	Expenditure.	Schools.	Pupils.	Cost per school in rupees.	Cost per pupil in annas.
		Rs.	Rs.				
Presidency ...	24-Pergunnahs ...	27,504	28,250	1,085	37,083	26·0	12·1
	Jessore ...	18,992	17,647	773	20,584	22·8	13·7
	Moorshedabad ...	11,711	11,701	511	14,058	22·8	13·3
	Khulna ...	14,815	15,390	1,089	26,232	14·1	9·3
	Nuddea ...	15,511	15,511	573	15,684	27·0	12·1
	Total ...	88,533	88,499	4,031	113,641	21·9	12·4
	Calcutta ...	10,000	9,962	206	9,395	48·3	16·9
Burdwan ...	Burdwan ...	25,485	25,098	1,347	36,587	18·9	11·3
	Bankoora ...	19,870	19,862	1,284	31,266	15·8	10·3
	Beerbhoom ...	9,946	9,360	564	14,109	16·8	11·
	Midnapore ...	37,156	33,593	3,563	79,803	9·4	6·7
	Hooghly ...	19,024	18,824	1,412	38,431	13·4	7·9
	Howrah ...	11,629	10,568	592	20,892	17·8	8·
	Total ...	1,23,110	1,17,305	8,762	221,088	13·5	8·6
Rajshahye ...	Dinagepore ...	15,432	15,321	755	16,518	20·2	14·8
	Rajshahye ...	15,600	13,448	318	9,005	42·2	23·8
	Rungpore ...	18,300	17,163	600	14,642	28·6	18·7
	Bogra ...	6,684	6,678	215	6,477	31·0	16·4
	Pubna ...	18,274	15,486	348	10,695	44·5	23·1
	Julpigoree ...	3,275	3,275	149	3,594	21·9	14·5
	Darjeeling ...	3,000	2,795	35	879	79·8	50·8
	Total ...	80,565	74,166	2,420	61,810	30·6	19·1
Dacca ...	Dacca ...	25,566	25,524	997	26,963	25·6	15·1
	Furreedpore ...	18,205	17,495	890	20,987	20·1	14·0
	Backergunge ...	31,026	23,709	2,507	54,456	9·4	6·9
	Mymensing ...	29,285	25,632	1,182	27,053	21·6	15·1
	Total ...	1,04,082	92,360	5,576	129,459	16·6	11·5
Chittagong ...	Chittagong ...	19,668	17,147	644	21,063	26·6	13·
	Noakholly ...	20,903	19,088	1,321	28,792	14·4	10·6
	Tipperah ...	33,314	30,850	2,786	53,986	11·	9·1
	Chittagong Hill Tracts.	2,500	1,241	12	174	103·4	114·1
	Total ...	76,385	68,326	4,763	104,015	14·3	10·5
Patna ...	Patna ...	19,339	19,152	1,284	26,948	14·9	11·3
	Gya ...	16,849	18,194	938	19,552	19·3	14·8
	Shahabad ...	14,112	12,015	282	8,311	42·6	23·1
	Sarun ...	16,454	16,087	1,165	27,324	13·8	9·4
	Chumparun ...	12,919	11,998	737	16,056	16·2	11·9
	Mozufferpore ...	13,522	10,836	728	13,339	14·8	12·9
	Durbhunga ...	15,519	8,310	316	7,716	26·2	17·2
	Total ...	1,08,714	96,592	5,450	119,246	17·7	12·1
Bhagulpore ...	Bhagulpore ...	13,766	13,353	568	12,462	23·5	17·1
	Monghyr ...	21,460	19,668	642	15,045	30·6	20·9
	Purneah ...	11,869	10,060	408	9,307	24·6	17·2
	Maldah ...	7,990	8,279	276	8,410	29·9	15·7
	Sonthal Pergunnahs.	22,400	20,858	419	10,135	49·7	32·9
	Total ...	77,485	72,218	2,313	55,359	31·2	20·8
Chota Nagpore.	Hazaribagh ...	14,669	14,668	354	11,496	41·4	20·4
	Lohardugga ...	16,732	16,732	431	11,836	38·8	22·6
	Singbhoom ...	11,561	11,561	280	11,324	41·2	16·3
	Manbhoom ...	15,100	15,100	522	12,654	28·9	19·
	Total ...	58,062	58,061	1,587	47,310	36·5	19·8

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Divisions.	Districts.	Allotment.	Expenditure.	Schools.	Pupils.	Cost per school in rupees	Cost per pupil in annas.
		Rs.	Rs.				
Orissa ...	Cuttack ...	28,492	28,230	3,483	51,967	8·1	8·6
	Puri ...	12,249	10,847	745	10,104	14·5	16·6
	Balasore ...	19,420	18,896	1,069	19,761	17·7	15·3
	Total ...	60,161	57,973	5,297	81,832	10·9	11·3
	Orissa Tributary Mehals.	2,800	1,444	108	1,255	13·3	18·2
	Grand Total ...	7,89,897	7,36,906	40,512	944,410	18·2	12·4

The average annual cost was Rs. 18·2 per school and 12·4 annas per pupil, against Rs. 18·3 and 12·6 annas respectively in the previous year. The highest averages are furnished by the Chittagong Hill Tracts, Darjeeling, and the Sonthal Pergunnahs; while in Midnapore, Hooghly, Howrah, and Backergunge the yearly cost of each pupil is under 8 annas, and in Khulna, Tipperah, Sarun, and Cuttack under 10 annas. The exceptional cost of a school in Calcutta is attributable to the high rate of house-rent and the large attendance, the yearly cost of each pupil being about a rupee only. An addition of Rs. 2,000 was made to the grant of the Chittagong Hill Tracts during the year, subsequently increased to Rs. 2,500, but it has not yet been found possible to place out the money. Additional grants were also sanctioned in the Burdwan and Chota Nagpore Divisions for the education of miners' children and of the aboriginal races; and a further grant of Rs. 1,000 was sanctioned for primary schools in Calcutta. Of the departmental grant, Rs. 3,057 remained unallotted.

90. The savings on the amount actually allotted were Rs 52,991, of which Rs. 18,557 accrued under Provincial Revenues, chiefly owing to the inability of the District Magistrates to spend fully their khas mehal grants, and Rs. 34,434 under District Funds. Jessore saved Rs. 1,300, as the Board were unable to pay before the close of the year the rewards due to gurus for passing pupils at the lower primary scholarship examination. Midnapore saved nearly Rs. 3,600 owing to the late submission of many reward bills, which could not be passed and paid in time. Rajshahye saved Rs. 2,100, Rungpore Rs. 1,100, Pubna Rs. 2,800, Backergunge Rs. 7,300, Mymensing Rs. 3,600, Chittagong Rs. 2,400, Noakholly and Monghyr Rs. 1,800 each, Tipperah Rs. 2,500, the Hill Tracts Rs. 1,250, Shahabad Rs. 2,100, Chumparun Rs. 1,000, Mozufferpore Rs. 2,700, Durbhunga Rs. 7,000, the Sonthal Pergunnahs Rs. 1,600, Puri Rs. 1,400, and the Orissa Tributary Mehals Rs. 1,400. There were also small savings in a few other districts. The savings in the allotment in Backergunge and Durbhunga are exceptionally high, amounting in each case to Rs. 7,000 or more. In Backergunge the result is inexplicable, since almost every unaided school appears to have been taken up into the aided list during the year, the number of aided schools having been nearly doubled. But the point is not noticed, nor any explanation offered, by the Inspector. The saving of Rs. 3,600 in Mymensing is less surprising, since that is one of the districts which suffered so severely from floods and epidemics. The saving of Rs. 7,000 in Durbhunga is even more serious than in Backergunge, since it represents a full half of the Board's allotment for primary schools, while in Backergunge it is less than a quarter. There has been a large falling off in both schools and pupils in this district, and a far heavier decline in the number of pupils passing the lower primary examination. The matter needs careful inquiry, since, as the Commissioner remarks, the district is one of the most backward and has no margin for retrogression.

91. The failure in many districts to spend the full amount of the allotment is to be regretted, especially as there is no formal guarantee that the savings will be devoted to primary education in the following year. When no specific cause has been stated, such as delay in paying bills actually due, it may be assumed that the savings arise from the rates of reward having been fixed on too low a scale, as tested by the results of the subsequent examinations. Thus Mr. Allen, the Magistrate of Puri, complains that the District Board

failed to spend the full budget allotment for rewards, as much as Rs. 1,207 having been allowed to lapse out of Rs. 3,237 allotted for the purpose. It is of course necessary to be cautious in this respect, so as to avoid the risk of incurring expenditure beyond the allotment, since it is impossible to foretell with accuracy how the examinations will turn out; and if the savings are regularly re-allotted in the following year for the same purpose, no harm is done. This practice, I am glad to say, has been very generally followed. The allotment for 1889-90 was Rs. 7,61,550, and the savings for the year were Rs. 31,700. The allotment for 1890-91 was Rs. 7,89,897, whence it follows that nearly the whole of the savings of 1889-90 were re-allotted in the following year. The actual expenditure increased from Rs. 7,29,851 to Rs. 7,36,906.

On the other hand, some of the Board districts, notably the 24-Pergunnahs, Khulna and Gya, exceeded their allotments by nearly Rs. 1,000 each. All these districts, except Gya, had some surplus at the close of the previous year; but the amount overspent is far in excess of those savings, and must therefore have been provided by the Boards from their general assets.

92. The following table shows the distribution of upper and lower primary schools of different classes in each district:—

Districts.	Upper primary schools.		Schools which send pupils to the lower primary scholarship examination.		Schools which are below the lower primary scholarship standard, but read printed books.		Schools in which no printed books are read.		Total.		Merit marks.
	Schools.	Pupils.	Schools.	Pupils.	Schools	Pupils.	Schools.	Pupils.	Schools.	Pupils.	
1. Midnapore	226	7,785	1,144	26,645	2,918	57,650	...	...	4,288	92,089	7,480
2. Cuttack	126	3,947	1,082	18,523	2,9[illegible]0	37,462	61	703	4,179	6[illegible],635	6,786
3. Tipperah	145	4,776	817	18,858	1,312	21,879	248	5,081	2,522	50,588	4,488
4. Backergunge	101	3,406	503	13,163	1,993	39,888	.	...	2,597	56,457	4,007
5. Bankoora	175	4,507	963	25,377	104	1,472	...	...	1,241	31,356	3,867
6. 24 Pergunnahs	190	7,794	527	19,681	868	23,551	...	...	1,585	51,326	3,399
7. Burdwan	174	6,270	672	2[illegible],513	478	8,078	...	...	1,324	35,461	3,364
8. Balasore	79	2,022	496	9,911	1,372	20,755	...	...	1,947	32,708	3,255
9. Dacca	167	5,706	447	12,766	876	16,507	...	...	1,490	35,039	3,153
10. Hooghly	101	4,002	879	12,405	1,145	25,818	..	...	1,625	42,315	2,787
11. Mymensing	222	7,504	391	10,136	474	8,432	51	671	1,138	26,743	2,757
12. Sarun	83	1,779	683	17,888	381	6,984	106	1,863	1,203	28,514	2,596
13. Khulna	103	3,830	442	12,748	596	10,952	...	...	1,141	27,530	2,437
14. Noakholly	104	3,357	295	7,480	875	17,584	...	...	1,274	28,421	2,280
15. Gya	38	2,059	507	11,331	4[illegible]0	7,003	28	338	983	20,731	2,121
16. Patna	28	1,563	238	6,362	1,073	19,848	...	...	1,389	27,773	1,927
17. Chittagong	96	4,501	283	9,409	548	12,700	..	..	927	26,610	1,877
18. Furreedpore	127	3,969	251	6,522	484	9,678	14	173	876	20,542	1,873
19. Monghyr	23	1,019	440	10,828	388	6,375	26	383	877	18,605	1,823
20. Puri	68	1,553	243	3,408	748	8,697	56	658	1,115	14,316	1,817
21. Jessore	105	3,886	259	8,143	465	10,714	...	...	829	23,743	1,767
22. Dinagepore	60	2,014	326	7,760	476	8,554	...	...	862	18,358	1,754
23. Nuddea	76	2,766	356	10,0[illegible]5	159	3,074	1	27	592	15,892	1,697
24. Mozufferpore	28	1,253	310	6,917	400	6,092	33	437	771	14,099	1,470
25. Sonthal Pergunnahs ...	57	2,103	260	6,091	370	6,751	...	..	687	14,945	1,435
26. Rungpore	105	3,334	170	4,181	374	8,3[illegible]5	1	12	650	15,792	1,409
27. Moorshedabad	52	2,082	308	9,251	207	4,405	...	...	567	15,738	1,391
28. Beerbhoom	79	2,649	161	4,318	4[illegible]3	9,433	...	...	713	16,4[illegible]0	1,351
29. Bhagulpore	27	1,209	216	5,228	562	9,953	19	247	824	16,637	1,345
30. Howrah	55	2,461	181	7,231	463	13,487	.	.	699	23,179	1,281
31. Orissa Tributary Mehals ..	53	1,694	99	2,043	683	8,150	256	2,885	1,091	14,772	1,245
32. Chumparun	21	984	239	6,784	398	7,228	81	1,155	739	16,151	1,220
33. Pubna	98	3,679	161	4,987	109	2,880	...	..	368	11,546	1,082
34. Purneah	19	698	196	5,357	370	6,172	12	196	597	12,423	1,053
35. Manbhoom	20	698	226	5,889	262	5,792	...	...	508	12,379	1,040
36. Rajshahye	71	2,334	145	4,354	189	4,351	...	...	405	11,039	979
37. Lohardugga	22	1,183	155	4,410	301	7,528	10	313	488	13,434	876
38. Durbhunga	15	643	185	4,862	219	4,910	44	915	483	11,330	869
39. Hazaribagh	29	1,467	170	5,839	190	4,042	6	62	395	12,010	845
40. Shahabad	35	1,681	143	4,850	185	3,597	19	366	382	10,494	789
41. Singbhoom	23	1,387	185	7,753	104	3,292	1	16	313	12,398	774
42. Maldah	51	2,783	78	2,453	220	4,708	...	...	349	9,944	709
43. Bogra	50	1,918	102	3,017	119	2,871	...	...	271	7,806	675
44. Julpigoree	34	907	134	3,178	78	1,644	..	...	246	5,789	650
45. Calcutta	12	637	140	7,123	25	753	...	...	177	8,513	505
46. Darjeeling	14	608	23	475	23	667	...	...	60	1,840	162
47. Chittagong Hill Tracts ...	...	...	4	67	24	305	...	...	28	372	36

As in previous years, the educational position of each district has been ascertained by assigning five marks for each upper primary school, three marks for each lower primary school that has reached the lower primary scholarship standard, and one mark for each lower primary school that uses printed books. No marks have been given for schools in which no printed books are used. As pointed out in the General Summary, the loss of pupils has been practically confined to the lowest stage, and this is so far satisfactory.

There is no great change in the relative positions of the districts, except that Dacca, Mymensing, Jessore, and some other districts have moved down in consequence of the decrease in the number of schools, while Bankoora and a few others have moved up. If the merit-mark in the last column be compared with the total population of the district—a much fairer mode of comparison—different results emerge. The highest places are occupied by

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Bankoora, Cuttack and Balasore; then come in order Midnapore, Hooghly, Burdwan, Tipperah, Noakholly, Khulna and Puri; next follow Backergunge, Beerbhoom, Howrah, and the 24-Pergunnahs, while Singbhoom occupies the next place with Dacca.

93. *Upper Primary Schools.*—The following table shows the attendance and expenditure in upper primary schools for native boys:—

Class of Schools.	Number of schools.	Number of pupils on the rolls on the 31st March 1891.	Average number on the rolls monthly.	Average daily attendance.	Expenditure. From Public Funds. From Provincial revenues	From district funds.	From municipal funds.	From Private Funds. From fees.	From other sources.	Total.
Upper Primary Schools.					Rs	Rs.	Rs.	Rs.	Rs.	Rs.
Managed by Government	5	130	125	72	1,061	..	...	.	...	1,061
Ditto by District or Municipal Boards	11	299	273	195	..	840	110	238	9	1,206
Aided by Government or by District or Municipal Boards	3,316	121,214	113,028	87,738	43,710	1,32,045	3,449	1,67,222	52 758	3,99,184
Unaided	205	6,894	6,317	4,901		..	...	8,380	9,797	18 177
Total	3,537	128,537	119,743	92,906	44,771	1,32,894	3,559	1,75,840	62,564	4,19,628

The schools have advanced from 3,337 to 3,537, or by 200, and their pupils from 124,568 to 128,537, or by 3,969. With the exception of Calcutta, where there was a loss of two schools, all the other divisions show some increase. The Burdwan Division gained 68 schools, Rajshahye 36, and Chittagong 29. The upper primaries represent the final stage of primary schools. The increase in their number from year to year is an indication that their importance is recognised and due attention paid to their expansion and consolidation. As on the one hand an ambitious upper primary may here and there push up to the middle class, so the strongest and most efficient section of the lower primaries keep the upper primary standard constantly in view and strive to reach it; and thus, when the teacher is known to be competent, the villagers gladly help him to raise the standard, as by this means they are enabled to have their children educated for two years more at a comparatively low cost.

The cost of the upper primary schools to provincial and local funds together was Rs. 7,242 more than in the previous year. The increase in the expenditure from public funds was met exclusively by Government and District Boards, the contribution from municipalities showing a slight decrease from Rs. 3,757 to Rs. 3,559. The expenditure from private sources rose by Rs. 10,490, which is nearly the same as the excess incurred from public funds. The total average earnings of an aided upper primary school amount to Rs. 125 in the year, of which Rs. 54 are contributed from public funds and Rs. 71 from private sources. The contribution from private sources increased during the year by about Rs. 4, while that from public funds decreased by nearly one rupee.

94. The following table classifies upper primary schools for boys according to their numerical strength:—

1	2	3	4		5		6		7		8		9
Divisions.	Total number of schools.	Total number of pupils.	Schools with 50 pupils and more. Schools.	Pupils.	Schools with 40 pupils and less than 50. Schools.	Pupils.	Schools with 30 pupils and less than 40. Schools.	Pupils.	Schools with 20 pupils and less than 30. Schools.	Pupils.	Schools with 10 pupils and less than 20. Schools.	Pupils.	Average number of pupils in an upper primary school.
Presidency .. .	526	20 3 8	99	6,044	121	5,311	108	5,740	116	2,908	22	355	38 7
Calcutta .	12	637	5	366	4	177	2	72	1	22	.	..	53 1
Burdwan ..	810	27,674	107	6,634	129	5 571	247	8,253	239	5,951	89	1,265	34 1
Rajshahye ..	432	14,974	51	3 071	75	3,265	146	4,874	137	3,386	23	378	34 6
Dacca	617	20 585	51	3,255	94	4 051	217	7,269	214	5,328	41	682	33 3
Chittagong	345	12,034	43	2,883	74	3,334	108	3,608	100	2,490	20	313	36 6
Patna	198	9 962	88	5,047	63	2 794	36	1 251	10	253	1	17	50 3
Bhagulpore . ..	177	7,812	57	3,653	47	2,081	37	1,207	31	768	5	73	44 1
Chota Nagpore ..	94	4 685	42	2,900	16	699	21	724	14	346	1	16	49 8
Orissa .	273	7,522	6	347	23	979	70	2,278	143	3,404	31	514	27 5
Orissa Tributary Mehals ...	53	1,694	5	298	5	209	19	626	22	534	2*	27	31 9
Total ..	3 537	128 537	554	35,098	651	28,441	1,071	35,962	1,026	25,396	235	3,640	36 3

* Including one school with less than ten pupils.

The largest number of upper primary schools with 50 pupils or more each is found in the Burdwan Division, and not in the Presidency, as before; and the highest average number of pupils to a school is furnished by Calcutta, Patna, and Chota Nagpore. The number of weak schools, with less than 20 pupils each, has increased from 197 to 235, in spite of the desire expressed in the last report that they should be reduced to the lower primary standard. It is a waste of time and power to attempt to teach the upper primary standard in a school of that calibre.

95. The results of the upper primary scholarship examination for boys, so far as candidates from upper primary schools (including private students) are concerned, are shown below, division by division:—

Divisions.	Number of Institutions sending Examinees.								Number of Examinees.					Number passed from—					Race or Creed of Passed Scholars.						
	Institutions under public management.		Aided institutions.		Other institutions.		Total.		Institutions under public management.	Aided institutions.	Other institutions.	Private students.	Total.	Institutions under public management.	Aided institutions.	Other institutions.	Private students.	Total.	Europeans and Eurasians.	Hindus.	Mahomedans.	Native Christians (non-aboriginal).	Aboriginal races. Christians.	Aboriginal races. Non-Christians.	Others.
	Competing schools.	Successful schools.	Competing schools.	Successful schools.	Competing schools.	Successful schools.	Competing schools.	Successful schools.																	
Presidency ...	...	...	297	200	11	7	308	207	...	651	22	9	682	...	331	10	5	346(a)	...	303	42	...	...	1	...
Calcutta	...	...	8	6	...	...	8	6	...	15	...	...	15	...	8	...	...	8	...	8	...	...	...	...	...
Burdwan	...	...	632	408	31	22	663	430	...	1,499	63	23	1,585	...	632	29	5	666	...	642	23	...	...	1	...
Rajshahye	1	1	264	208	4	3	269	212	3	598	7	6	614	2	373	5	5	385	...	194	191	...	...	...	...
Dacca	2	...	323	195	89	50	414	245	4	735	224	11	974	...	286	77	...	363	...	312	50	...	...	1	...
Chittagong ...	4	1	228	137	1	...	233	138	7	555	1	16	579	1	240	...	2	252	...	200	51	...	...	...	1
Patna	1	1	154	112	3	3	158	116	4	383	12	26	425	2	197	7	6	212	...	201	11	...	...	...	...
Bhagulpore ...	...	...	126	94	2	...	128	94	...	337	6	33	376	...	164	...	15	179	...	136	31	...	...	12	...
Orissa	4	4	160	147	...	...	170	151	9	379	...	12	400	7	312	...	10	329	...	229	95	5	...	...	...
Orissa Tributary Mehals	3	1	1	1	24	23	28	25	5	2	50	8	65	2	2	46	8	58	...	57	...	...	...	1	...
Chota Nagpore ...	...	...	70	30	...	...	70	30	...	194	...	1	195	...	49	...	...	49	...	46	2	...	...	1	...
Total ...	15	8	2,209	1,538	165	108	2,449	1,654	32	5,348	385	145	5,910	14	2,603	174	56	2,847	...	2,328	496	5	...	17	1
																				2,847					

(a) Includes 4 girls.

N.B.—(1) Two thousand two hundred and sixty-three candidates from 648 secondary schools presented themselves at this examination, of whom 1,279 from 524 schools were successful.

(2) One candidate from an aided training school for masters appeared at this examination and was successful.

(3) Seven candidates from an aided training school for mistresses appeared at this examination, of whom 3 were successful.

(4) Fifty-four candidates from 30 guru-training classes attached to middle schools appeared at this examination, of whom 24 from 17 schools were successful.

Out of 2,449 schools that competed, 1,654 (or 67·5 per cent.) were successful, against 1,660 out of 2,258 (or 73·7 per cent.) of the previous year. Of the 5,910 candidates who attended the examination, 2,847 (or 48·2 per cent.) were successful, against 3,053 out of 5,484 (or 55·7 per cent.) in the preceding year. The proportion of success has therefore been somewhat lower,—a result principally due to the heavy falling off in the Burdwan and Dacca Divisions. No attempt has been made in the Dacca report to explain the reason. The Inspector of Schools, Western Circle, quotes the remarks of the Deputy Inspector of Burdwan, who states that the questions were unusually hard, and adds that the employment of the chief gurus on census work interfered with the success of their schools. The Commissioner of the Burdwan Division doubts the sufficiency of the second of the assigned causes; but I am inclined to think that the Inspector is right. Upon the very serious falling off in the results in the Bankoora district, Mr. Veasey points out that this district has the largest number of inspecting pundits and chief gurus, from which it would appear that the chief gurus neglected their own schools in their zeal for inspection.

As already stated, the upper primary scholarship examination will be held this year about the end of November, and from the year 1892 it will be held before the Durga Puja holidays.

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96. *Lower Primary Schools.*—These schools have declined from 44,145 to 43,997, and their pupils from 960,865 to 942,211. The following statement gives the comparative statistics for each division for the past two years:—

Division.	1889-90.		1890-91.		Increase of schools.	Decrease of schools.
	Schools.	Pupils.	Schools.	Pupils.		
Presidency	4,438	122,917	4,188	112,871	...	250
Calcutta	152	7,498	165	7,876	13	...
Burdwan	9,024	213,994	9,080	213,156	56	...
Rajshahye	2,481	59,036	2,430	57,196	...	51
Dacca	6,017	137,319	5,484	118,196	...	533
Chittagong	4,230	88,891	4,406	93,357	176	...
Patna	5,452	114 979	5,471	116,066	19	...
Bhagulpore	3,214	66,135	3,157	64 742	...	87
Chota Nagpore	1,574	45,069	1,610	45,536	36	...
Orissa	6,635	94,220	6,968	100,137	333	...
Orissa Tributary Mehals ...	898	10,807	1,038	13,078	140	...
Total ...	44,145	960,865	43,997	942,211	773	921
					Net decrease 148	

The Dacca Division lost 533 schools, the Presidency 250, Bhagulpore 87, and Rajshahye 51, and these losses were not made good by the gains elsewhere. The loss in the Dacca Division, which is there confined to unaided schools, is attributed by the Inspector to the unusually high floods which inundated the districts of Furreedpore and Dacca, and lasted about a month and a half. The Inspector writes:—"During the flood all the homesteads, except about one or two in each village on the average, were submerged over the entire area of the Furreedpore district and of the Dacca district, except the elevated jungle lands of Bhawal; also over a large portion of Western Mymensing. The village pathsalas, generally built on land not good enough for homesteads, suffered the most. Not only were the schools entirely closed during the period of the flood, but in many cases the houses were swept away, and the schools were given up altogether. Even in those cases where the schools were assembled after the waters subsided in November, a large proportion did not send up pupils to the reward examinations held during the winter, in consequence of the rule under which no reward can be given to a school which cannot show a continuous previous existence of six months"—a rule, I may add, which was never intended to bear such an interpretation as that put upon it. Added to this, there were serious epidemics of cholera throughout the division; and, as in other parts of the country, the inspecting officers, who were busily engaged in the census work till the end of February, were unable to collect the returns of unaided schools with their usual activity. The Commissioner of Dacca is satisfied that the reasons assigned are sufficient to account for the marked falling off in schools and pupils in the districts named. The loss in the Presidency Division is ascribed chiefly to the extraordinary flood, which swept over Nuddea and part of Jessore, and told upon the resources of the agricultural classes; to the continued prevalence of malarious fever and other epidemics, which has led to a decrease in the population of Nuddea and Jessore, as revealed by the last census enumeration; and finally to a curtailment of the grants in some of the districts. The loss in the Rajshahye Division was greatest in Bogra, where, in consequence of the reduction of the amount assigned by the Board for rewards, the average earnings of a guru from the primary grant fell short of even a rupee a month. "It is no wonder," writes the Deputy Inspector, "that the schools, which received almost nominal payment from the primary grant, should have either ceased to work or should not be teaching any departmental standards." Floods in the Pubna district and an outbreak of cholera have been assigned as additional causes. In the Bhagulpore Division some of the pathsalas were reduced to the elementary indigenous class, owing to their abandonment of the departmental standards. The inspecting pundits did not make sufficient efforts for the proper collection of returns, and some of the gurus were dismissed by their employers because, while working as enumerators for the census, they neglected their own pathsalas. All these reasons combined to bring about the disappearance of 87 lower primary schools in that Division. Mr. Quinn, the Commissioner, considers that the primary grant has not in all cases been wisely administered; and he deduces the inference that it should nowhere be placed under the sole

control of Local Boards, and that the Education Committee of the District Board, of which the Deputy Inspector is a member, should be charged with the general supervision of primary education, subject to the control of the District Board on questions of principle and organisation. This is a view that is generally accepted. PRIMARY EDUCATION.

Generally speaking, where there was an increase in the number of aided schools, there was some decrease, though not necessarily in the same proportion, in the number of unaided schools, and *vice versâ*; and the net result, as has already been shown (table, paragraph 74), has been a gain of 886 aided and a loss of 1,040 unaided schools. The heaviest falling off in unaided schools, as pointed out in that place, has been in the Dacca Division, where the aided schools increased by 1,015 and the unaided schools decreased by 1,548. The explanation is that a number of schools returned as unaided during the preceding year were taken on the aided list during the year under report, chiefly in the Backergunge district, while others disappeared altogether, owing partly to the reasons set forth by the Inspector and partly to the return of fictitious schools by the pundit and the munshi of the Dacca and Naraingunge Municipalities in the preceding year.

97. The following table shows the attendance and expenditure from all sources in lower primary schools for native boys during the past year:—

Class of Schools.	Number of schools.	Number of pupils on the rolls on the 31st March 1891.	Average number on the rolls monthly.	Average daily attendance.	Expenditure. From Public Funds. From Provincial revenues.	From district funds.	From municipal funds.	From Private Funds. From fees	From other sources.	Total.
Lower Primary Schools.					Rs.	Rs.	Rs.	Rs.	Rs.	Rs.
Managed by Government	12	174	160	111	1,185	...	...	...	25	1,210
Ditto by District or Municipal Boards	3	115	108	61	...	205	56	75	2	338
Aided by Government or by District or Municipal Boards ...	36,002	809,835	730,237	597,519	90,081	2,71,119	8,641	11,37,779	2,21,746	17,29,366
Unaided	7,980	132,087	116,014	96,769	..	...	...	2,02,795	34,727	2,37,522
Total ...	43,997	942,211	846,519	694,460	91,266	2,71,324	8,697	13,40,649	2,56,500	19,68,436

The expenditure from public sources amounted to Rs. 3,71,287 against Rs. 3,81,377 of the previous year. The decrease is chiefly due to the diversion of a part of the primary grant to upper primary schools, under which there has been a nearly equivalent increase. Both District and Municipal Boards spent less on lower primary schools than in the preceding year, while Government contributed Rs. 3,343 more. The expenditure from local sources (fees and subscriptions) was Rs. 15,97,149, or a little above 81 per cent. of the total cost.

98. The following table classifies lower primary schools for boys, division by division, according to their numerical strength:—

1	2	3	4		5		6		7		8		9		10
	Total number of schools.	Total numb of pupils.	Schools with 50 pupils and more.		Schools with 40 pupils and less than 50.		Schools with 30 pupils and less than 40.		Schools with 20 pupils and less than 30.		Schools with 10 pupils and less than 20.		Schools with less than 10.		Average number of pupils in a lower primary school.
			Schools.	Pupils.	Schools.	Pupils.	Schools.	Pupils.	Schools.	Pupils.	Schools.	Pupils.	Schools.	Pupils.	
Presidency	4,188	112,871	229	14,255	358	15,529	826	27,706	1,470	34,911	1,305	20,470	...	...	26·9
Calcutta	165	7,876	70	4,658	34	1,496	29	990	26	648	6	84	...	...	47·[illegible]
Burdwan	9,080	213,156	350	20,941	591	25,377	1,368	45,150	2,884	66,559	3,887	55,129	...	...	23·4
Rajshahye	2,430	57,196	45	2,705	107	4,586	378	12,649	1,015	24,083	885	13,173	...	...	23·5
Dacca	5,484	118,196	109	6,685	215	9,228	685	22,707	1,765	41,417	2,710	38,159	...	...	21·5
Chittagong...	4,406	93,357	91	5,192	172	7,395	534	16,308	1,313	31,420	2,296	33,042	...	...	21·1
Patna	5,471	116,066	166	10,206	236	10,150	599	20,112	1,331	31,625	3,139	43,973	...	...	21·2
Bhagulpore	3,157	64,742	70	4,290	114	4,938	318	10,576	841	20,325	1,814	24,613	...	...	20·5
Chota Nagpore	1,610	45,536	91	5,592	144	6,277	344	11,612	625	15,785	406	6,320	...	...	28·2
Orissa	6,968	100,137	2	103	18	781	111	3,577	878	20,113	5,059	75,544	...	...	14·3
Orissa Tributary Mohals	1,038	13,078	1	52	3	123	19	614	114	2,632	571	7,448	330	2,209	12·6
Total ...	43,997	942,211	1,224	74,679	1,992	85,880	5,211	172,001	12,262	289,467	22,978	317,975	330	2,209	21·4

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The Presidency and Burdwan Divisions return, as before, the largest number of schools with 50 or more pupils; and Orissa, Burdwan, and Patna show the largest number with between 10 and 20 pupils. The schools in Calcutta are numerically the strongest, the average number of pupils in them being more than double the average for the whole province.

99. The results of the lower primary scholarship examination, so far as candidates from lower primary schools (including private students), are concerned are given below:—

Divisions.	Number of Institutions sending Examinees.								Number of Examinees.					Number passed from—					Race or Creed of Passed Scholars.						
	Institutions under public management.		Aided institutions.		Other institutions.		Total.																Aboriginal races.		
	Competing schools.	Successful schools.	Competing schools.	Successful schools.	Competing schools.	Successful schools.	Competing schools.	Successful schools.	Institutions under public management.	Aided institutions.	Other institutions.	Private students.	Total.	Institutions under public management.	Aided institutions.	Other institutions.	Private students.	Total.	Europeans and Eurasians.	Hindus.	Mahomedans.	Native Christians (non-aboriginal).	Christians.	Non-Christians.	Others.
Presidency ...	...	...	1,008	595	...	...	1,008	595	...	2,603	...	2	2,605	...	1,137	...	2	(a) 1,139	...	805	333	1	...	...	...
Calcutta ...	...	...	83	48	...	...	83	48	...	231	...	...	231	...	92	...	..	92	...	66	26	...	...	...	...
Burdwan ...	...	...	2,024	1,336	2	1	2,024	1,337	...	7,098	8	48	7,154	...	3,317	1	30	3,348	...	3,123	207	...	...	18	...
Rajshahye ...	1	1	856	509	7	5	864	515	2	2,322	14	7	2,345	1	975	6	2	984	...	543	440	...	...	1	...
Dacca ...	1	1	868	659	24	16	893	676	1	2,438	71	...	2,510	1	1,327	29	...	1,357	...	926	427	1	...	3	...
Chittagong ..	5	2	542	353	...	..	547	355	9	1,543	...	10	1,562	4	678	...	4	681	...	403	264	...	...	4	10
Patna ...	...	...	1,068	917	3	3	1,071	920	...	4,846	5	83	4,934	...	3,245	4	72	3,324	...	3,094	229	...	...	1	...
Bhagulpore ...	...	...	833	668	...	...	833	668	...	2,729	...	104	2,833	...	1,527	...	70	1,597	...	1,315	184	...	...	98	...
Orissa ..	...	...	1,201	1,019	...		1,201	1,019	...	3,888	...	...	3,888	...	2,746	...	...	2,746	...	2,695	43	8	...	...	...
Orissa Tributary Mehals.	...	...	23	18	45	44	68	62	...	35	100	...	135	...	33	79	...	112	...	105	1	...	...	6	...
Chota Nagpore	...	...	571	391	...	...	571	391	...	1,417	...	2	1,419	...	802	...	1	(b) 803	...	576	30	...	1	196	...
Total ...	7	4	9,075	6,513	81	69	9,163	6,586	12	29,150	198	256	29,616	6	15,877	119	181	16,183	...	13,451	2,384	10	1	327	10
																			16,183						

(a) Includes four girls.
(b) Includes one girl.

N.B.—(1) Two hundred and eleven secondary schools sent up 872 candidates to this examination, of whom 525 from 183 schools were successful.
(2) One thousand three hundred and fifty-four upper primary schools sent up 4,752 candidates to this examination, of whom 2,458 from 1,017 schools were successful.
(3) One aided training school sent up five candidates to this examination, all of whom were plucked.
(4) Three guru-training classes attached to middle schools sent up 15 candidates to this examination, of whom 10 were successful.

100. The following statement compares in the most summary form the results of the lower primary scholarship examination for the last ten years:—

Years.		Competing schools.	Successful schools.	Candidates.	Number passed.*
1881-82	...	8,283	.....	29,368	16,131
1882-83	...	10,387	.....	39,798	16,852
1883-84	...	10,979	.....	40,706	20,011
1884-85	...	11,406	8,129	43,410	21,500
1885-86	...	10,794	7,589	38,443	20,018
1886-87	...	9,639	7,193	34,561	20,275
1887-88	...	10,379	7,087	37,459	18,845
1888-89	...	10,092	7,467	35,784	20 617
1889-90	...	9,825	6,784	32,634	17,614
1890-91	...	9,163	6,586	29,616	16,183

* Includes private candidates.

The year under report shows a large falling off under each head. The number of competing and of successful schools declined by 662 and 198 respectively, and that of competing and successful candidates by 3,018 and 1,431 respectively. The percentage of successful schools, however, shows an increase from 69 to 71·8, and that of successful candidates from 54 to 55·3. There is thus reason to think that the examination is being more systematically conducted, and that only well-prepared boys are being sent up to attend it. Two important measures were adopted during the year to secure these ends—*first*, that of permitting District Boards to levy a small fee of 2 annas from each candidate for the examination, so as to check the presentation of unprepared boys; and *secondly*, the re-issue of Circular No. 68, dated the 9th August 1882, in which were embodied the Government orders fixing the pass marks in the different subjects. It had been noticed in previous years that some of the district authorities had forgotten or ignored the Government orders and adopted standards of their own, considerably lowering the test prescribed by Govern-

ment in its Resolution of the 26th July 1882. Owing to this cause backward districts occasionally showed better results than those that were more advanced.

101. The divisions in which the results have been most unsatisfactory are those of Burdwan, Rajshahye, Patna, and Dacca. The flood, the epidemics and the census, have been cited as causes of the decline. The gradual and inevitable rise in the severity of the standard, in conformity with the more complete organisation of schools and the greater competition between them, is another alleged cause. The Deputy Inspector of Midnapore attributes the bad results in his district to the introduction of fees, while on the other hand the Deputy Inspector of Burdwan recommends the introduction of fees as a means of ensuring better results. Mr. Bellett, Inspector of Schools, Rajshahye Circle, thus summarises the causes assigned by the local officers for the failure in his division :— "Heavy floods, the employment of many gurus in census operations just before the examination, and the requiring answers in Bodhoday and Sanitary Science to be in writing, were the causes of failure in Bogra. What would the result have been if the strong measure of giving 10 per cent. grace marks in sanitary science and 5 per cent. in mathematics and literary subjects had not been taken? The excuses given for the failure in Pubna are again the floods, much stricter supervision than in previous years, and the fact that the papers were set by the Deputy Inspector himself. The Deputy Inspector expresses his astonishment that the results were so good in previous years. The Deputy Inspector of Rungpore puts forward as the causes of the failure in his district the difficult questions set in the arithmetical subjects, and the injudicious selection of examiners." The failure in the Patna Division is ascribed by the Deputy Inspectors to (1) the late census, and (2) the new circular in which were repeated the Government orders fixing the pass marks at two-fifths of the aggregate instead of one-third, the lower limit having been long in force in some districts. No explanation has been offered of the falling off in the Dacca Division. With a view to secure uniformity among different districts of the same division, Mr. Bellett advocates the adoption of a general examination as conducted in the Eastern Circle, where the questions are set under the supervision of the Inspector, and the papers examined by examiners appointed by each District Board. Such a system would remove one cause of want of uniformity—that arising from differences of standard in the questions set; and this is generally a more important cause of variation than differences in the method of valuing answers. I propose now to call upon the Inspectors of Schools to take definite steps towards this end in communication with the District Boards.

102. But after all, whatever explanations, more or less satisfactory, may be given of recurring fluctuations in the yearly results, the question is really and simply one of funds. Spend a certain amount of money on primary education and you will get certain results; spend more and you will get more. As regards the lower primary scholarship examination, which is one of the most obvious tests of progress, we are now, it will be seen from the foregoing table, just where we were ten years ago. What has been the history of the intervening period? From 1881-82 to 1884-85 the primary grant had been steadily growing from Rs. 5,00,000 to nearly Rs. 8,00,000, and the success of schools at the examination advanced in like proportion. In 1885-86 there was a reduction in the grant, due to the stringency of the financial situation. The position improved in the following year; but in 1887-88, when the grants were made over to District Boards, they were calculated on the actuals of the "tight" year, 1885-86. The fluctuations in results since 1887-88 are not very easy to trace. Primary education has, in the first place, been made over to the District Boards. There has also been a double change of system, under which the conduct of the lower primary examination was at first transferred to the District Boards, and was afterwards subjected to some degree of control by the Inspector. The financial difficulty has also reappeared in a measure. Though the grants allotted by District Boards for primary education have on the whole increased, yet some Boards have been compelled to reduce their grants owing to a falling off in their income; and the loss caused by such reductions is much more speedily and severely felt than is the corresponding gain, due to an increase of grant. Then follow special disturbing causes like the census and the floods, which for a time affect the results injuriously. But the permanent cause remains, and that is the want of funds

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to ensure the steady progress of primary schools. We require to bring 50,000 or 60,000 village schools up to the lower primary standard. Sir George Campbell estimated that this would cost Rs. 5 a month for each school. Even if half that rate be taken (and that would probably be sufficient for the purpose all round), the cost to public funds would be 15 or 18 lakhs a year. In 1884-85 the Government of Bengal fully accepted the proposition that an addition of 10 lakhs a year to the primary grant was necessary, and were prepared to carry it out. It was hoped that the expansion of the public revenues would enable the Government to meet the increased cost, but this hope has so far proved illusory. Meanwhile, the schools have been transferred to the control of District Boards, and with their existing resources they are altogether unable to answer the demand. Unless the Government can make them an annually increasing grant for the support of primary schools, I see no other resource than that which I advocated in 1884, namely, the imposition of an educational cess. Meanwhile, the absence of an increasing provision for primary education must be regarded as a matter of very grave importance.

103. The following summary compares the distribution of upper and lower primary schools in each division with the number of candidates (including private students) that passed the corresponding examinations from them :—

Division.	Upper primary schools.	Passed at upper primary examination.	Lower primary schools.	Passed at lower primary examination.
Presidency	526	346 (a)	4,188	1,139 (b)
Calcutta	12	8	165	92
Burdwan	810	666	9,080	3,348
Rajshahye	432	385	2,430	984
Dacca	617	363	5 484	1,357
Chittagong	345	252	4,406	681
Patna	198	212	5,471	3,324
Bhagulpore	177	179	3,157	1,597
Orissa	273	329	6,968	2,746
Orissa Tributary Mehals ...	53	58	1,038	112
Chota Nagpore	94	49	1,610	803 (c)
Total ...	3,537	2,847	43,997	16,183

(a) Includes 4 girls. (b) Includes 4 girls. (c) Includes 1 girl.

104. The following table shows the classification of lower primary schools for native boys according to the stages of instruction reached by them :—

Division.	Number of schools that send pupils to the lower primary scholarship examination.		Those that are below the lower primary standard, but read printed books.		Those in which no printed books are read.		Total.		Number of lower primary schools examined for rewards.	Number of pupils presented for examination.	Number of successful schools.	Number of pupils passed by—		
	Schools.	Pupils.	Schools.	Pupils.	Schools.	Pupils.	Schools.	Pupils.				Standard A.	Standard B.	Total.
Presidency	1,892	50,848	2,295	52,996	1	27	4,188	112,871	3,364	30,796	3,302	8,435	20,541	28,976
Calcutta	140	7,123	25	753	...	.....	165	7,876	56	984	50	205	552	757
Burdwan	3,500	96,609	5,580	116,547	...	.....	9,080	213,156	7,535	82,674	7,497	16,237	35,700	51,937
Rajshahye	1,080	27,952	1,308	29,232	1	12	2,430	57,196	2,605	35,221	2,338	6,905	13,539	20,444
Dacca	1,592	42,587	3,827	74,765	65	844	5,484	118,196	2,151	19,896	2,135	7,141	8,128	15,269
Chittagong	1,399	35,808	2,759	52,468	248	5,081	4,406	93,357	2,136	22,986	2,141	8,498	8,508	17,006
Patna	2,298	58,803	2,900	52,637	273	4,626	5,471	116,066	2,867	34,672	2,860	9,563	15,222	24,785
Bhagulpore	1,190	29,937	1,910	33,959	57	826	3,157	64,742	2,082	16,046	2,010	4,295	7,167	11,462
Chota Nagpore	786	23,891	857	21,254	17	391	1,610	45,536	255	2,390	253	632	1,379	2,011
Orissa	1,821	51,862	5,010	66,914	117	1,361	6,968	100,137	5,145	39,322	5,093	5,403	11,969	17,412
Orissa Tributary Mehals ...	99	2,043	683	8,150	256	2,885	1,038	13,078	674	6,072	664	336	3,371	3,707
Total ...	15,728	416,483	27,234	509,675	1,035	16,053	43,997	942,211	28,810	291,359	26,339	67,710	126,076	193,786

The A and B are the only two standards recognised by the Department below the lower primary scholarship course. The pupils are examined in these standards for the purpose of determining the rewards to be paid to the gurus of non-stipendiary pathsalas; but it is very desirable that stipendiary pathsalas should be subjected to the same tests. The number of pupils passing in 1889-90 was—by the A standard, 68,214; and by the B standard, 132,813.

With the exception of Bankoora and one or two districts in the Presidency Division, the reward examinations were conducted at central gatherings, in some districts once, and in some twice, during the year. A uniform set of printed papers was used for this purpose in Barisal and Furreedpore, where,

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as well as in Tipperah and Noakholly, the examinations were conducted simultaneously all over the district at selected centres, under committees of teachers of middle schools and other competent men. The drawback to this system, as pointed out in the last report, is that the Sub-Inspector has no control over the examinations, and consequently the test applied cannot be uniform; and, again, that the rewards payable to the teachers are determined by persons whose responsibility ceases as soon as the examination is over. The reports contain several instances of insufficient supervision. Two gatherings in Bhagulpore were held by an inspecting pundit alone. The central examinations of Sonthal schools in the Sonthal Pergunnahs were held by two teachers of the Taljhari Mission School at different centres. In Monghyr several pathsalas under the Sub-Inspector of Jamui were not summoned to the reward examination at all, and were accordingly left unaided.

105. To remove the possibility of such irregularities, it is necessary to make the Sub-Inspector alone responsible for the examination. In many cases he will be able to conduct the examination of each school *in situ*. The most important step towards ensuring the practicability of such a change would be to discontinue the practice of holding more than one reward examination in the year—a practice still followed in some districts. Supposing, then, that an officer has 300 pathsalas under his charge, and supposing also that he visits them at least once a year, there is no reason why he should fail to complete the reward bill by the end of January or February. His visit to the pathsala, at whatever time paid, should be for the purpose of holding the examination, so far as that pathsala is concerned. His inspection should be thorough and the results tabulated, pupil by pupil, in the prescribed form, to be ready for use at the close of the year for drawing up the bill. If, owing to any unforeseen causes, he should find, towards the end of the year, that there are more pathsalas uninspected than he can examine in time, he might be allowed in such exceptional cases to call two or three neighbouring pathsalas together and to examine them simultaneously. The inspecting pundits should accompany the Sub-Inspector on these occasions, to help in tabulating the results, preparing the nominal roll of the boys, and so on.

Where it is not found possible to carry out this system completely, it should at any rate be insisted on that the Sub-Inspector should be present at each central gathering, committees of competent men, including the local subordinate agency, being appointed beforehand to assist him in conducting the examination. These examinations could be completed without difficulty in December, January and February, for each Sub-Inspector's area. The objection that has been urged against non-simultaneous examinations is the danger of having boys presented for examination and for rewards at different centres successively; but if the registers, certified by the inspecting pundits at their periodical visits, are in all cases brought to the examination centre, as they should be, this risk would practically disappear.

VI.—SPECIAL INSTRUCTION.

SPECIAL INSTRUCTION.

106. Under this head are included (*a*) training schools for teachers, (*b*) all other institutions for professional, technical, and industrial education. The following table compares the figures for the last two years:—

Class of Institutions.	1889-90.		1890-91.	
	Schools.	Pupils.	Schools.	Pupils.
Training schools for masters ...	24	1,013	23	938
Ditto for mistresses ...	6	184	8	234
Guru-training classes attached to middle schools	212	796	191	786
School of Art	1	178	1	173
Law schools	10	912	12	1,025
Medical schools	7	1,016	9	1,184
Engineering and Surveying schools ...	4	652	4	703
Industrial schools	17	617	15	580
Other schools	15	611	13	550
Total ...	296	5,979	276	6,173

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The number of training schools for masters decreased by one, owing to the abolition of the Saidabad Training School, hitherto maintained from Provincial revenues in the district of Moorshedabad. Training schools for mistresses increased from 6 to 8, by an addition of one aided and one unaided school to the list. In the Presidency Division the Baranagar Hindu Boarding and Training School for Mistresses, formerly unaided, received a grant of Rs. 75 a month. In the town of Calcutta the aided training class for native female pupils, attached to the Central School under the Church of England, was returned for the first time, while the aided Free Church Normal School has now been classified as a high school for girls. At the same time the unaided Baptist Normal School for females, and the unaided training class under the Church of Scotland, both in Calcutta, have been included in the returns.

Guru-training classes attached to middle schools decreased by 21, the Chittagong Division showing a decrease of 12.

107. The number of recognised law schools increased from 10 to 12. This is due to the affiliation in law of the Barisal Raj Chandra College and the Bhagulpore Tej Narayan College. Medical schools increased from 7 to 9, owing to the inclusion in the returns of an unaided homœopathic school in Calcutta and of a second school of the same class in Dacca. Industrial schools declined from 17 to 15. A technical school was started at Barisal by the District Board, while 3 out of 4 industrial schools hitherto supported from the Sonthal Education Fund were closed for want of apprentices. 'Other' schools decreased from 15 to 13. This is due to the abolition of the Bishenpore Music School in Bankoora and of three music schools in Balasore, and to the inclusion in the returns of an unaided music school in Rungpore and of the aided Bhutia school at Buxa in the Rajshahye Division.

A.—Training Schools.

108. The following table gives the most important statistics regarding the training schools:—

	Number of schools.	Number of pupils.	EXPENDITURE.					
			From Public Funds.			From Private Funds.		Total.
			From provincial revenues.	From district funds	From municipal funds.	From fees and fines.	From other sources.	
			Rs.	Rs.	Rs.	Rs.	Rs.	Rs.
Government training schools—								
For masters ...	17	731	70,063	830	...	745	237	71,875
Aided training schools—								
For masters ...	6	207	4,933	...	...	441	9,063	14,437
For mistresses ...	6	201	4,050	...	...	1,511	11,315	16,876
Unaided training schools—								
For mistresses ...	2	33	...	...	...	...	2,418	2,418
Guru-training classes attached to middle schools—								
Government ...	184	744	6,718	1,673	...	...	...	8,391
Unaided ...	7	42	...	...	...	...	...	...
Total ...	222	1,958	85,764	2,503	...	2,697	23,033	1,13,997

The number of these institutions, including the guru-training classes, declined from 242 with 1,993 pupils to 222 with 1,958 pupils, and the total cost from Rs. 1,25,659 to Rs. 1,13,997, or by Rs. 11,662. The expenditure from Provincial revenues shows a decrease of Rs. 1,694, which took place in Government and aided schools for masters and mistresses, while the guru-training classes show an increase of Rs. 373 under this head.

109. The following statement shows the attendance and expenditure in the different grades of training schools for masters and mistresses, whether departmental, aided, or unaided. Schools of the first grade prepare students through a three years' course, those of the second grade through a two years' course, and those of the third grade through a course lasting six months or a year.

Names of Schools.	Number of Pupils on the Rolls on the 31st March—		Expenditure, 1889-90.	Expenditure, 1890-91.					
				From Public Funds.			From Private Funds.		Total.
	1890.	1891.		From Provincial revenues.	From district funds.	From municipal funds.	From fees and fines.	From other sources.	
For Masters.			Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.
Government—									
First grade—									
1. Calcutta	88	80	10,890	11,136	...	...	89	...	11,225
2. Hooghly	140	129	11,276	10,358	...	...	188	...	10,546
3. Dacca	126	115	10,458	10,339	...	...	268	100	10,707
4. Rungpore	73	64	5,336	5,379	...	...	68	100	5,547
5. Chittagong†	69	70	4,836	4,795	...	...	82	...	4,877
6. Patna	80	71	11,678	10,197	...	...	...	...	10,197
7. Ranchi	18	20	2,634	2,675	...	...	...	...	2,675
8. Cuttack	48	49	6,002	6,123	...	...	43	...	6,166
Second grade—									
1. Julpigoree	28	24	2,045	2,148	...	...	7	37	2,192
Third grade—									
1. Saidabad	2	*	244	*	*	*	*	*	*
2. Lohardugga	21	19	674	725	...	...	...	...	725
3. Huldipukur...	9	8	461	465	...	...	...	...	465
4. Puri	14	10	1,161	1,220	...	...	...	...	1,220
5. Balasore	25	23	1,734	1,565	407	...	...	...	1,972
6. Angul	14	15	973	959	...	...	...	...	959
7. Matihari	15	12	1,149	720	423	...	...	...	1,143
8. Haripore Guru-training School in the Sonthal Pergunnahs.	8	7	963	1,259	...	...	...	...	1,259
9. Taljhari Guru-training School in the Sonthal Pergunnahs.	25	15							
Total ...	803	731	72,514	70,063	830	...	745	237	71,875
Aided—									
1. Barrackpore Wesleyan School	22	16	5,286	1,200	...	...	412	1,496	3,108
2. Krishnagar C. M. S. Training School	15	16	4,039	1,500	...	...	...	3,294	4,794
3. Bhimpur Sonthal Training School ...	117	106	2,700	1,350	...	...	...	1,350	2,700
4. Ghola Training School (Bishenpur) ...	24	22	814	300	...	...	...	483	783
5. Darjeeling Mission Training School ...	26	40	2,595	348	...	...	29	2,206	2,583
6. Bhagaya Training School for Paharias	6	7	620	235	...	...	...	235	470
Total ...	210	207	16,054	4,933	...	...	441	9,063	14,437
For Mistresses.									
Aided—									
1. Dum-Dum Wesleyan School	32	29	2,954	600	...	...	768	7,647	3,012
2. Baranagar Hindu Boarding Training School†	18	30	1,971	450					4,523
3. Krishnagar Roman Catholic Boarding Training School	66	84	2,563	720					2,650
4. Church of England Zenana Mission Training School...	8	4	15,823	1,920	...	...	575	3,161	5,656
5. Ditto Training Class for Native Pupils	...	33	...	(Expenditure incorporated in the Central School to which it is attached).					
6. Free Church Normal School	40	‡	5,202	‡	‡	‡	‡	‡	‡
7. Bankoora Wesleyan Training School...	20	21	1,106	360	...	...	168	507	1,035
Total ...	184	201	29,619	4,050	...	...	1,511	11,315	16,876
Unaided—									
1. Church of Scotland Normal School in Calcutta	...	20	...	...	...	...	...	540	540
2. Baptist Normal School in Calcutta ...	...	13	..	...	...	...	...	1,878	1,878
Total ...	...	33	...	...	...	...	...	2,418	2,418

* Abolished.
† Transferred from the unaided list of last year.
‡ Classified as a high English school in this year's returns.

The total number of pupils in Government and aided training schools for masters decreased by 72 and 3 respectively. The aided schools for mistresses show a slight accession of pupils. The expenditure in Government training schools for masters from Provincial revenues diminished by Rs. 444, and the total expenditure by Rs. 639. The Hooghly Training School had formerly to pay house-rent of Rs. 100 a month to the Military Department for the portion of the barracks occupied by it, but since May 1890 it has been allowed to occupy it free of rent by an order of the Government of India.

110. The following table shows the results of the Vernacular Mastership examination for pupils of first and second grade training schools and for private candidates in 1890. The first seven schools on the list, in which the

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instruction is in Bengali, were examined by a common set of papers, the aided school at Krishnagar having also applied for inclusion in this examination. Certificates of the first, second, or third grade are given according as students have completed a course of three years, two years, or one year respectively. A certificate is classed as high, medium, or low, according to the marks obtained:—

Name of School.	First Grade Certificate.					Second Grade Certificate.					Third Grade Certificate.					Total.	
	Candidates examined.	High.	Medium.	Low.	Total.	Candidates examined.	High.	Medium.	Low.	Total.	Candidates examined.	High.	Medium.	Low.	Total.	Candidates.	Passed.
Calcutta	26	1	4	13	18	26	...	6	16	22	27	1	7	14	22	79	62
Hooghly	36	3	13	17	33	43	1	20	22	43	48	12	24	11	47	127	123
Dacca	34	3	22	8	33	37	6	15	13	34	44	3	17	20	40	115	107
Chittagong	18	1	12	5	18	24	1	11	11	23	29	2	9	13	24	71	65
Rungpore	12	...	5	6	11	16	...	7	9	16	19	1	10	7	18	47	45
Julpigoree	...	...	...	...	...	3	...	1	1	2	5	...	3	2	5	8	7
Krishnagar (aided) ...	...	...	..	...	...	1	...	1	...	1	5	1	..	4	5	6	6
Patna	27	...	14	10	24	31	...	10	18	28	22	...	1	14	15	80	67
Ranchi	7	1	2	2	5	5	1	1	1	3	4	...	3	...	3	16	11
Cuttack	9	1	3	5	9	...	...	...	...	...	..	...	..	...	...	9	9
Private students ...	25	...	1	11	12	5	1	...	4	5	21	...	2	9	11	51	28
Total ...	194	10	76	77	163	191	10	72	95	177	224	20	76	94	190	609	530

The number of candidates (excluding those from the Patna, Ranchi, and Cuttack training schools, who were not shown in the last return) fell from 561 to 504, or by 57, while the number of successful candidates rose from 364 to 443, or by 79. There was also a general improvement in the grade of certificates gained.

The relative position of the Hooghly and Dacca training schools remains the same as before in point of the number of competing and successful candidates. But the latter school achieved the best results in the number of first-grade and high second-grade certificates gained. The Calcutta Training School went down from the third place, now occupied by the Chittagong Training School, to the fourth place. Measures have been taken to strengthen the Calcutta Training School, and I hope that they will have a good effect; although the vernacular education given in the school, and the prospects which it affords, do not seem to be so attractive in the metropolis as in other parts of Bengal.

111. I have stated in a previous section of this report that, as a measure preliminary to the introduction of drawing into middle schools, it is now to be made a compulsory part of the course in training schools. There is already a teacher of drawing in the Calcutta Training School, where the subject is to be taught more systematically than before. The additional expense will be roughly about Rs. 6,000 a year for teaching drawing in eight training schools of the first grade; and this expenditure has been sanctioned.

112. The Julpigoree Training School was the only school of the second grade; and under recent orders this is now to be closed, and its pupils and stipends transferred to the Rungpore school.

Schools of the third grade are established for the training of gurus; and besides those specifically mentioned in paragraph 109, guru-classes are attached to the first-grade training schools at Rungpore and Cuttack and to the second grade school at Julpigoree. The total number of gurus trained during the year in these institutions, and passing out with certificates after examination, amounted to 169. The course is generally for six months, and the examinations are held half-yearly. By the aid of these institutions, the gurus of a district are enabled to gain some degree of training in school management. Thus in the Orissa report it is stated that from the first establishment of the guru-training schools at Cuttack, Puri, and Balasore, the number of gurus trained in these institutions has been 672, 380, and 639 respectively.

113. *Guru-training Classes.*—In addition to the regular training schools mentioned above, guru-training classes are attached to a large number of middle vernacular schools, the head pundit of which receives one rupee a month for each guru under training. The gurus are either teachers of adjacent pathsalas, or (in some cases) candidates for appointment as teachers.

The amount sanctioned for the maintenance of these classes in 1890-91 was Rs. 9,000. The sanctioned allotment for each circle was as follows:—

	Rs.
Presidency Circle	5,000
Western ,, ...	1,240
Rajshahye ,, ...	1,200
Eastern ,, ...	1,200
Behar ,, ...	500
Total ...	9,140

The full allotment was not expended. The Government expenditure amounted to Rs. 6,718 out of a total cost of Rs. 8,391. The following table shows the number of gurus under instruction, giving an average of about four gurus to a school:—

	Schools.	Pupils.
Presidency Division	74	376
Chota Nagpore ,, ...	19 (a)	106
Burdwan ,, ...	13 (b)	78
Orissa ,, ...	22	50
Dacca ,, ...	9	31
Chittagong ,, ...	25 (c)	57
Rajshahye ,, ...	29	88
Total ...	191	786

(a) Includes 2 unaided schools with 24 pupils.
(b) Includes 1 unaided school with 10 pupils.
(c) Includes 4 unaided schools with 8 pupils.

114. The number of guru-training classes in the previous year was 212 with 796 pupils. As in the previous year, there were no classes in the Behar Circle or in the Orissa Tributary Mehals. The largest number of classes and of gurus attending them is returned, as before, from the Presidency Division, and it is there that the scheme seems to be most successful. In the Burdwan Division it meets with varying success; and though in some districts the classes do well, in Burdwan and Hooghly they are said to be a failure, as the gurus appear to set no value by the education given in them. The same is said of the district of Chittagong, in which not a single guru trained in the classes has passed any of the public examinations in the last two years. In other parts of Bengal the classes on the whole do very well; the test of success being the number of those who pass at one or other of the public examinations. Under existing orders, the pupils under training are required, before receiving a certificate, to pass the lower primary examination or a special examination for gurus, and they are encouraged to pass the higher examinations. At the instance of the Inspector of Schools, Presidency Circle, the following inducements have been offered to the gurus of that circle:—

	Rs.
For passing the Middle Vernacular examination in the 1st division ...	15
Ditto ditto ditto 2nd ditto ...	12
Ditto ditto ditto 3rd ditto ...	10
For passing the Upper Primary examination in the 1st ditto ...	12
Ditto ditto ditto 2nd ditto ...	10
Ditto ditto ditto 3rd ditto ...	8

The extension of this system of rewards to the rest of Bengal is under consideration. The middle vernacular standard is recognised as suitable for teachers of upper primary schools, and the upper primary standard for those of lower primary schools. The middle vernacular certificate has, however, its own value as qualifying for admission to the examination for mukhtears under the rules of the High Court; and it has been urged that there is some risk in offering a reward to a guru for passing an examination which may possibly have the effect of depriving us of his services. Certain safeguards may be necessary in order to secure his continuance as a teacher, though it is not generally found that a guru in middle life is either anxious or able to change his profession.

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B.—Other Schools of Special Instruction.

115. Under this head are included institutions and departments of institutions teaching law, medicine, and engineering, whether affiliated to the University or not, together with the Calcutta School of Art, industrial schools, and other schools of a special character. The most important statistics of the leading institutions are given in the following table :—

	Number of institutions.	Number of pupils on the rolls on the 31st March 1891.	Average monthly roll number.	Expenditure. From Public Funds. From provincial revenues.	From district funds.	From municipal funds.	From Private Funds. From fees and fines.	From other sources.	Total.	Average Annual Cost of Educating each Pupil. Cost to public funds.	Total cost.
				Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs. A. P.	Rs. A. P.
I.—Law.											
Government Law Schools.											
Hooghly College	1	22	25	...	...	...	1,706	...	1,706	...	68 3 10
Krishnagar ,, ...	1	6	5	...	...	...	395	...	395	...	79 0 0
Dacca ,, ...	1	41	54	...	...	...	2,400	...	2,400	...	44 7 1
Patna ,, ...	1	37	35	...	...	...	2,400	.	2,400	...	68 9 1
Rajshahye ,, ...	1	8	17	...	...	...	663	678	1,341	...	78 14 1
Ravenshaw ,, Cuttack	1	16	15	...	...	...	1,015	...	1,015	...	67 10 8
Total ...	6	130	151	...	...	...	8,579	678	9,257	...	61 4 10
Unaided Law Schools.											
Metropolitan Institution	1	181	152	...	...	...	6,000	...	6,000	...	39 7 7
City College	1	208	190	...	...	...	4,120	...	4,120	...	21 10 11
Ripon ,, ...	1	465	425	...	...	...	6,800	...	6,800	...	16 0 0
Berhampore ,, ...	1	21	22	...	...	...	1,054	146	1,200	...	54 8 8
Raj Chandra ,, Barisal	1	5	5	...	...	...	202	248	450	...	90 0 0
Tej Narayan Bhagulpore ...	1	15	15	...	...	...	530	...	530		35 5 4
Total ...	6	895	809	...	.	...	18,706	394	19,100		23 9 9
Total Law Schools ...	12	1,025	960	...	..	..	27,285	1,072	28,357	..	29 8 7
II.—Medicine.											
Medical College, Calcutta	1	197	230	1,91,351	...	...	9,505	...	2,00,856	831 15 4	873 4 7
Government Medical Schools.											
Sealdah	1	263	278	44,871	...	...	7,810	...	52,681	161 6 6	189 8 0
Patna	1	157	166	6,592	...	...	3,258	515	10,365	39 11 4	62 7 0
Dacca	1	164	154	15,232	...	...	5,257	...	20,489	98 14 6	133 0 8
Cuttack	1	67	71	5,941	...	...	353	...	6,294	83 10 9	88 10 4
Total ...	4	651	669	72,636	..	...	16,678	515	89,829	108 9 2	134 4 4
Unaided Medical Schools.											
Calcutta School of Medicine	1	118	131	...	...	...	3,967	831	4,798	...	36 10 0
Ditto of Homœopathy ...	1	70	63	...	...	...	1,800	...	1,800	...	28 9 1
Dacca Homœopathic Schools	2	148	144	...	...	...	1,636	...	1,636	...	11 5 9
Total ...	4	336	338	...	...	...	7,403	831	8,234	..	24 5 9
Total Medical Schools ...	9	1,184	1,237	2,63,987	...	...	33,586	1,346	2,98,019	213 6 6	241 10 4
III.—Engineering.											
Civil Engineering College, Sibpur ...	1	271	269	60,888	...	...	11,499	...	72,387	226 5 7	269 1 6
Government Survey Schools.											
Dacca	1	221	237	1,945	...	...	3,148	...	5,093	8 3 3	21 7 9
Patna	1	134	130	2,554	...	...	1,656	...	4,210	19 10 4	32 6 1
Cuttack	1	77	74	2,260	...	...	759	...	3,019	30 8 7	40 12 9
Total ...	3	432	441	6,759	...	...	5,563	...	12,322	15 5 2	27 15 0
Total Engineering Schools ...	4	703	710	67,647	...	...	17,062	...	84,709	95 4 5	119 4 11
IV.—Art and Industry.											
Government School of Art	1	173	164	26,292	...	..	4,081	...	30,373	160 5 0	185 3 2
Government Industrial Schools.											
Ranchi Industrial School	1	36	37	1,414	...	...	...	952	2,366	38 3 5	63 15 1
Dumka ,, ,, ...	1	2	2	6	...	...	...	...	6	3 0 0	3 0 0
Total ...	2	38	39	1,420	..	...	...	952	2,372	36 6 6	60 13 1
Board Industrial Schools.											
Barisal Technical School	1	29	30	...	736	...	146	.	882	...	29 6 4
Rungpore ,, ,, ...	1	71	67	...	2,078	...	70	1,159	3,307	...	49 5 8
Total ...	2	100	97	...	2,814	...	216	1,159	4,189	...	43 2 11
Aided Industrial Schools.											
In the Presidency Division	2	80	71	...	...	476	...	208	684	...	9 10 1
In Calcutta	1	27	27	300	...	...	226	965	1,491	11 1 9	55 3 6
In the Burdwan Division	3	122	126	991	...	...	...	2,632	3,623	7 14 1	28 12 0
,, Orissa ,, ...	1	79	80	260	...	...	...	312	572	3 4 0	7 2 4
Total ...	7	308	304	1,551	...	476	226	4,117	6,370	5 1 7	20 15 3

	Number of institutions.	Number of pupils on the rolls on the 31st March 1891.	Average monthly rolls number.	Expenditure. From Public Funds. From Provincial revenues.	From district funds.	From municipal funds.	From Private Funds. From fees and fines.	From other sources.	Total.	Average Annual Cost of Educating each Pupil. Cost to public funds.	Total cost.
IV.—Art and Industry—*concluded.*				Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs. A. P.	Rs. A. P.
Unaided Industrial Schools.											
In the Presidency Division	1	32	30	...	...	...	...	88	88	...	2 14 11
„ Bhagulpore „	2	81	72	...	...	...	...	240	240	...	3 5 4
„ Orissa „	1	21	17	...	...	...	15	205	220	...	12 15 0
Total ...	4	134	119	...	...	...	15	533	548	...	4 9 8
Total Arts Schools ...	16	753	723	29,203	2,814	476	4,538	6,761	43,852	40 7 7	60 10 5
Other Schools of Special Instruction.											
Government.											
In the Rajshahye Division	1	58	57	4,503	...	...	...	...	4,503	80 9 3	80 9 3
Aided.											
In Calcutta	1	38	37	300	...	...	239	661	1,200	8 1 8	32 6 11
„ the Burdwan Division	2	35	37	120	1	...	120	108	349	3 3 4	9 6 11
„ the Patna „ ...	4	195	174	242	77	411	...	1,714	2,444	1 6 3	14 0 8
„ the Rajshahye „	1	13	10	72	...	...	...	...	72	7 3 2	7 3 2
Total ...	8	281	258	734	78	411	359	2,483	4,065	2 13 6	15 12 1
Unaided.											
In the Rajshahye Division	1	14	13	...	...	...	22	...	22	...	1 11 0
„ Patna „	2	183	173	...	...	...	...	516	516	...	2 15 0
„ Orissa „	1	14	9	...	...	...	...	69	69	...	7 10 8
Total ...	4	211	195	...	..	...	22	585	607	..	3 1 9
Total Other Schools ...	13	550	510	5,327	78	411	381	3,068	9,285	10 7 1	18 2 8

116. Law.—The number of law schools rose from 10 to 12 owing to the affiliation in law of the Barisal Raj Chandra College and the Bhagulpore Tej Narayan College. The number of law students in Government Colleges rose from 118 to 130, and in unaided colleges from 794 to 895. As in the two previous years, the largest number of law students (465) was returned from the Ripon College, the Metropolitan Institution standing second with 208 students.

In addition to students reading for the B.L. degree, there were also students in the pleadership classes of various colleges.

The Rajshahye law lecturer received Rs. 798 from the endowment of Rani Manmohini Devi. All law professors in Government Colleges are paid from fees, subject to a maximum of Rs. 2,400 a year, which was reached only in the Dacca and Patna Colleges, in which the surplus fees, after paying the professor's salary, amounted to Rs. 740 and Rs. 502 respectively, these sums being credited to Government.

117. The following table shows the results of the examination for the degree of Bachelor of Law held in 1891:—

Names of Institutions.	Number of candidates.	Passed in the— First division.	Second division.
Hooghly College	5	...	1
Krishnagar „	3	...	1
Dacca „	8	...	4
Rajshahye „	1	...	...
Patna „	19	3	11
Ravenshaw „ Cuttack	3	...	3
Metropolitan Institution	65	2	39
City College	27	1	21
Ripon „	65	1	39
Jagannath „ Dacca	2	...	1
Berhampore „	4	...	1
Tej Narayan Jubilee „ Bhagulpore ...	1	...	...
Total ...	203	7	121
		128	

The number of competing and of successful candidates fell from 360 to 203, and from 254 to 130. The Metropolitan College passed the largest number of candidates, namely, 41. The Patna College passed the largest number in the first division. The failure of the candidates from the Hooghly College in 1891 was exceptional.

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118. MEDICINE.—The total number of medical schools rose from 7 to 9, and that of medical students from 1,016 to 1,184. The number of students increased in all the Government medical schools except Dacca and Cuttack.

Considerable changes have recently been made in the admission test and curriculum of the female certificate class attached to the Calcutta Medical College, with a view to secure a higher standard of general and professional education. Students will now be required to have passed the Entrance examination of the Calcutta or some other University, and the course of study is to be extended from three years to four. The question of enhancing the test for the admission of females to the Campbell Medical School (who are trained to a lower standard than the certificate class at the Medical College) was considered, but for the time dropped. The course in vernacular medical schools generally was extended during the year by the addition of hygiene, to be read in the third year. A proposal to extend the course from three years to four was also considered; but it met with opposition on the ground that the candidates trained under the present curriculum were generally equal to the ordinary duties required of them, and that to lengthen the course would mean to increase the cost and diminish the supply. As a compromise, it was ordered that monthly examinations should in future be held, and that only those candidates who attained a certain standard of proficiency at the periodical examinations should be admitted to the annual examinations for promotion.

119. *Medical College, Calcutta.*—The College has now completed its fifty-sixth session. Dr. J. M. Coates retired from the service, and Dr. E. A. Birch was appointed Principal of the College on the 26th June. On the same date Dr. C. H. Joubert was appointed Professor of Midwifery and Obstetric Physician of the Eden Hospital, relieving Dr. Birch. Dr. A. Tomes officiated as Professor of Midwifery from the 1st to the 9th April, and subsequently as Professor of Anatomy and Second Surgeon of the College Hospital, from the 31st May to the 29th July, during Dr. O'C. Raye's privilege leave. Dr. S. C. Mackenzie went on furlough for six months on the 11th May, and Dr. R. Cobb was appointed to officiate as Professor of Medical Jurisprudence. Mr. W. T. Woods, Lecturer on Dentistry, returned from extraordinary leave on the 7th November.

When the session opened, 149 students resumed their studies, namely, 98 regular students, 40 in the military class, and 11 in the female certificate class; 13 regular students rejoined, and 119 (including 27 military students and 23 females) began their medical studies for the first time. There was thus a total of 281 students at the beginning of the session. Eighty-four students left the College after passing their examinations or for other causes; and at the close of the session the strength of the College was 197, against 149, 148, and 160 in the three preceding years. Of the 197 students, 130 were matriculated students reading for the degree, 50 were in the military class, and 17 in the female certificate class.

120. The following table compares the results of the medical examinations of the University for the last two years:—

EXAMINATION.	1890.		1891.	
	Number of candidates.	Number passed.	Number of candidates.	Number passed.
Preliminary Scientific (L.M.S.) ...	14 (*b*)	9 (*a*)	32 (*a*)	31 (*e*)
1st L.M.S. ...	27	20	10	7
2nd L.M.S. ...	15 (*b*)	13 (*a*)	21	13
Preliminary Scientific (M.B.) ...	15 (*a*)	8 (*c*)	35 (*a*)	11 (*a*)
1st M.B. ...	26	7 (*d*)	2	3 (*f*)
2nd M.B. ...	10 (*b*)	6 (*b*)	6	3
Honours in Medicine ...	1	1	1	1

(*a*) Including one female.
(*b*) „ two females.
(*c*) Besides two who passed the Preliminary Scientific L.M.S. examination.
(*d*) „ four „ 1st L.M.S. examination.
(*e*) Including one female, five passing the combined L.M.S. examination, and six passing the Preliminary Scientific M.B. examination.
(*f*) Including one passing the combined M.B. examination.

Of the military students, 14 passed and were sent to military duty. From the female certificate class, 5 passed the final examination at the close of the three years' course, against 11 in the previous year. Seven native daïs passed in midwifery from the Eden Hospital, against 9 and 6 in the preceding two years. Thirteen pupil-nurses passed out as midwives.

There were 13 boarders in the Sarnamayi Hostel, against 17 in the year before. Of these, 5 were Europeans, 5 Eurasians, and 3 Bengalis, including one Brahmo, one Christian, and one Hindu. Three read the University standards, 7 attended the certificate class, and 3 read in the Campbell School.

The total expenditure of the College rose from Rs. 1,99,203 to Rs. 2,00,856. The fee-income amounted to Rs. 9,505 against Rs. 8,352.

121. *Campbell Medical School, Sealdah.*—Surgeon-Major S. Coull Mackenzie, M.D., was Superintendent of the School from the 1st April to the 9th May, when he went on furlough and was relieved by Surgeon-Major R. Cobb, M.D. As in previous years, there were 6 teachers attached to the school. In the month of March there were 82 male students in the first-year class, of whom 69 were promoted. Of the 8 female students of that class, 4 only obtained promotion. In the second-year class there were 84 male students, of whom 50 were allowed to appear at the first examination for the license, and 39 passed. There were 10 female students in the second-year class, 8 of whom were permitted to appear at the examination, and 4 passed. Forty-seven male students appeared at the second or final examination for the license, of whom 38 passed. There were 10 female students in the third-year class, all of whom passed—some of them with particular credit. Dr. Cobb remarks :—"Our experience of the past three years has proved that it is possible to educate male and female students in the same classes without friction or any loss of discipline." A matron has been appointed to look after the female students and attend to their wants.

There were 51 students in the male compounder class. A female compounder class was opened during the year. Five Eurasians and 48 native candidates appeared at the half-yearly examination of compounders, and all passed except 8 native students.

The total expenditure was Rs. 52,681 against Rs. 52,472. The wide utility of this school is shown by the fact that the students come from 27 Bengali-speaking districts of the Province, from Cooch Behar, and Assam.

The District Board of Tipperah, with a view to encourage female medical education, have founded two scholarships of Rs. 15 each, tenable at the Sealdah Campbell Medical School for female students of the district. No candidate has yet been found for either of these scholarships, although advertisements inviting candidates were widely published.

122. *Dacca Medical School.*—Surgeon-Major F. C. Nicholson was in charge of the School throughout the year. There was no change in the teaching staff.

The number of pupils fell off from 173 to 164. The total cost of the school was Rs. 20,489, against Rs. 20,676 in the previous year. Fifty-six students went up for the final examination, and 39 were successful.

123. *Temple Medical School, Patna.*—Surgeon-Major E. G. Russell was in charge of the School throughout the year. On the 31st March last there were 157 students on the rolls, against 135 the year before. Out of 81 students in the first-year class, 36 obtained promotion. Thirty second-year students appeared at the first license examination, of whom 18 passed. At the second or final examination for the license 26 passed out of 33 third-year students. Four students from the compounder class passed their examination.

124. *Cuttack Medical School.*—The saddest event in the history of the Medical School is the loss it sustained by the death, on the 23rd November last, of Surgeon-Major W. D. Stewart, the founder of the school. Dr. J. M. Zorab took charge late in the session. There were 67 students on the rolls against 69. Of the 7 female students under tuition, 3 belonged to the third-year and four to the first-year class. The former passed their final or diploma examination with success; the latter have done very well, all but one of them having now been promoted to the second-year class.

125. ENGINEERING.—The institutions for teaching engineering are the Government Civil Engineering College at Sibpur and the Dacca, Patna, and Cuttack Survey Schools. The total number of students in these institutions rose from 652 to 703. The annual contribution formerly made by the Maharaja of Vizianagram for the encouragement of surveying has ceased for some years,

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but the balance of the fund still in hand is sufficient to provide for the continuance of the Vizianagram scholarships—three for each of the survey schools—until 1894 or later. These scholarships, therefore, continue to be awarded, along with the Government scholarships, on the results of the first year's examination, and are tenable for the second or final year of the course.

126. *Engineering College, Sibpur.*—On the 31st March last the total number of students in both departments of the College was 271, against 265 in the previous year.

There were 101 students in the Engineering Department affiliated to the University, against 87 in the preceding year. Of these, 46 were in the first-year, 32 in the second-year, 12 in the third-year, and 11 in the fourth-year class. The First Examination in Engineering (F.E.) for third-year students was held by the University in May 1890, and the examinations for the degree (B.E.) and license (L.E.), which take place at the end of the fourth-year, were held in August. Ten third-year students and one ex-student appeared at the F.E. examination, and 10 passed, two being placed in the first division. Twelve fourth-year students and two ex-students went up for the B.E. and L.E. examinations, of whom four obtained the degree of B.E. and seven the license, one being placed in the first division. The two guaranteed appointments for the year fell to F. F. Bion and Mahendra Nath Dutt, and the Ambica Charan Chaudhuri gold medal in mathematics was awarded to Khirod Chandra Mukherji.

The College annual examinations were held in May. Twelve out of the 21 second-year students were promoted to the third-year class, one having failed in shop work. Twenty-five out of 39 students in the first-year class obtained promotion to the second-year, three having failed in shop work. Sixty-two students who had passed the University Entrance or higher examinations applied for admission in June, of whom 47 joined the first-year class. The ten special scholarships assigned to the College were distributed to the new students as follows:—two to B.A.'s, seven to F.A.'s, and one to an Entrance candidate.

127. On the 31st March last the Apprentice Department contained 168 students, against 174 in the previous year. In addition there were two artisan pupils, who were taught altogether in the workshops. Of the 16 senior apprentices, 12 left the College with the usual Foreman Mechanic or upper subordinate certificate. Seventeen fourth-year pupils appeared and passed at the final examination in July, one of whom left with an appointment, and the others, now ranked as senior apprentices, are going through a fifth year in the shops. Twenty-nine third-year students were examined, of whom 18 passed, 4 having failed in shop work and 7 both in shop work and in other subjects. Twenty-seven pupils of the second-year class underwent examination, and 21 passed, five having failed in shop work and one in class work. Sixty-five students of the first-year class were examined, of whom 46 passed, 10 having failed in shop work and 9 in both shop and class work. For the admission examination in January, 110 names were registered; 91 candidates were examined and 35 passed, but only 27 joined. In addition to these, 3 lads who had passed the Entrance examination, 13 who had passed it in English and Mathematics, and 13 Europeans who had passed by Standard VII of the European Code, were also admitted.

128. The Principal granted 3 Overseers' and 11 Sub-Overseers' certificates during the year, the class of certificate depending on the stage of instruction reached. Besides these, certificates were granted to two artisan pupils who had completed their time in the shops.

An examination for admission to the fourth grade of Accountants, Public Works Department, was held by the officers of the College in June. Out of 51 candidates 12 were successful.

129. Mr. Küchler was transferred to the Patna College in January, and Mr. Macdonell was appointed Professor of Mathematics in his place. Mr. Shaw was appointed Head Master of the Apprentice Department and Superintendent of the European mess in February in the place of the late Mr. Gilmore. Mr. J. H. Toogood, Executive Engineer, took over charge of the workshops from Rai Sarat Chandra Ghose Bahadur, Honorary Assistant Engineer, in August. Mr. Bartlett, teacher of drawing, proceeded to England for fifteen months in April, and Babu Dwarka Nath Dutt was appointed to act for

him. Mr. Slater, Professor of Engineering, returned from furlough in November. He visited the undermentioned works with the senior engineer-students during the cold season:— SPECIAL INSTRUCTION.

(1) Kidderpore Docks.
(2) Raneegunge Pottery Works.
(3) Bengal Paper Mills
(4) Barakar Iron Works.
(5) Jamalpore Workshops.
(6) Burn & Co.'s Shops.
(7) Barrackpore Waterworks.

The survey operations for the different classes were carried on as usual, partly at Madhupur, and partly in the neighbourhood of the College.

130. It has been stated in a previous chapter that every student of the College is a member of the athletic club The gymnasium is not much used; but cricket and football are regularly played.

The number of men in the volunteer corps on the 31st March was 37, 4 being marksmen, 21 extra-efficients, 12 efficients, and 4 proficients. The figure of merit of the corps was 137 65, against 142·6 in the previous year. Twenty-three volunteers attended the camp of exercise at Jamalpur in February. The rifle-range near the College has been completed

There were two cases of breach of discipline in the College during the year, in consequence of which seven apprentice students were with my sanction expelled from the College.

131. On the 31st March last there were 261 students in the College hostels, of whom 234 were Hindus and 27 Christians. Six European engineer-students had a private mess Of the Christian boarders, 15 were charged the reduced fee of Rs. 5 and five were free, so that only 7 students paid the full messing fee of Rs. 20. Of the Hindus, 40 paid at the reduced rate of Rs. 2 a month, the remainder paying Rs. 7—the full cost of messing in their case. During the year under review the total expenditure on account of the Christian and native mess was Rs. 4,452 and Rs. 14,237, the receipts being Rs. 1,695 and Rs. 12,942 respectively.

The total expenditure of the College was Rs. 72,387, of which Rs. 60,888 were contributed from provincial revenues and Rs. 11,499 were received from fees. The corresponding figures in the previous year were Rs. 74,433, Rs. 65,096, and Rs. 9,337 respectively. The Government expenditure decreased by Rs. 4,208, while the fees increased by Rs 2,162.

132. In a Resolution dated the 21st April 1891, on the report of the Committee appointed by the Government of Bengal to enquire into the working of the College, certain measures of great importance have been sanctioned for its improvement, which may here be briefly noticed.

A number of machine-tools (six lathes, four shaping-machines, and two planing-machines) have been sanctioned for the exclusive use and instruction of the students. These have been put up, at a cost of Rs. 12,000. A model-room has also been erected, at a cost of Rs. 7,150, in close contiguity to the drawing hall, to hold the smaller and more portable models which are in most frequent use. New models have also been procured from England. Designs for a testing and model-room, on an important scale, to hold the larger engineering models, as well as machinery to test the strength and the breaking strain of materials of various kinds, are under preparation. The staff has been strengthened by the appointment of one European foreman and four more native artisans, skilled workmen in their respective trades, for the special instruction of the students. Special concessions as regards scholarships have been made to Bachelors of Arts and to those who have passed the First Arts examination; and no student holding the Entrance certificate only will be admitted to the College unless he has gained 40 and 50 per cent. respectively of the marks in English and Mathematics. The travelling expenses of students engaged on survey work are to be paid by the Government. A hospital for the treatment of sick students is to be erected. The University has also been moved to pass the following regulations:—

(1) That B.A. students on joining the College be admitted to the second-year class;

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(2) That the revised and shortened course proposed by the Committee be adopted; and that the period of study for the degree in Engineering be reduced from four years to three;

(3) That the First Examination in Engineering be abolished.

The second proposal, if adopted, will allow of the shop work being postponed to the fourth year, instead of (as now) being spread over three years—a combination of mental and manual labour which is found to be very irksome to the students, and to interfere with their private studies. Their fifth year they will continue, as at present, to spend on public works in progress, under the instruction and control of the local Executive Engineer.

133. *Dacca Survey School.*—On the 31st March there were 161 students in the first year and 60 in the second year, against 130 and 52 respectively in the previous year. The number on the rolls has been steadily increasing year after year, and the school is gaining in popularity as the fact becomes known that the passed students find no difficulty in earning a livelihood. The receipts from fees and fines amounted to Rs. 3,148, and the expenditure to Rs. 5,093, against Rs. 2,550 and Rs. 5,041 in the year before. Of the 130 students in the old first-year class, 124 appeared at the annual examination held in April last, and 70 were promoted. Of the 52 students in the second-year class, 43 passed the final examination and obtained certificates.

134. *Patna Survey School.*—The number of students on the rolls was 134, of whom 61 were Hindus and 73 Mahomedans, against 132 in the previous year. Fifty belonged to the second-year and 84 to the first-year class. The field work continued from December to March. Eighty-one students of the first-year class appeared at the annual examination, of whom 45 were promoted. Thirty-two students of the second-year class went up to the final examination, of whom 29 passed, 10 being placed in the first division.

The income from fees and fines was Rs. 1,656 and the expenditure Rs. 4,210, against Rs. 1,476 and Rs. 4,142 in the preceding year.

The school has now been transferred from the Patna College building, in which it was formerly held at great inconvenience, to new premises made over to it by the Committee of the Behar Industrial School Fund.

135. *Cuttack Survey School.*—The numerical strength of this institution was 77, against 73 in the year before. Of these, 23 were Bengalis proper, 3 domiciled Bengalis, and 51 genuine Uryas. The fees and fines realised during the year amounted to Rs. 759, and the expenditure to Rs. 3,019, against Rs. 751 and Rs. 3,091 in the previous year.

Twenty-one first-year students obtained promotion to the second year. At the final examination held in April last, 33 appeared, of whom 17 passed, 3 being placed in the first division.

136. ARTS AND INDUSTRY.—The Government School of Art is the most important institution under this head. It is at length to be removed from its squalid and dilapidated quarters in Bow Bazar, and a fitting habitation will be erected for it, and for the connected Art Gallery, by the side of the Indian Museum in Chowringhee Road.

137. *School of Art.*—The number of students was 173 against 178, and the expenditure from public revenues Rs. 26,292, against Rs. 25,662 in the previous year.

The technical classes of lithography and wood-engraving are reported to be doing good work. During the year under report lithography and wood-engraving were executed for the Surgeon-General and Sanitary Commissioner of Assam, for the Asiatic Society, the Photographic Society of India, the Indian Museum, and the Revenue and Agricultural Departments. It is proposed to introduce photography and etching on copper in the technical classes.

The two technical classes of metal-chasing and wood-carving were closed in September, owing to the abolition of free-studentships, the students declining to rejoin the classes as paying students. The amount previously paid to the teachers of these classes was utilised in creating three new posts, one for teaching the advanced cast-drawing class, and two for teaching elementary freehand and cast-drawing. Mr. Jobbins, the Superintendent, reports that the school has never had such an efficient working staff as at present.

He also observes that the impulse given to local art, and the incentive to greater excellence produced in the school by the formation of the Calcutta Art

Society, cannot be over-estimated. At the exhibition held under the auspices of the Society, the school exhibited 76 works, and the following medals and prizes were awarded to the pupils :—

Sir Charles Elliott's prize (1) of Rs. 50 for the best picture, (2) of Rs. 50 for the best model.

Sir Steuart Bayley's prize of Rs. 100 for the best Bengal village or street scene.

Sir Alfred Croft's medals (1) for a head painted from life in colour, (2) for a study of still life, (3) for modelling, and (4) for architectural drawing.

The Society's silver medals (1) for pen-and-ink drawing, (2) for the best model.

138. *Government Art Gallery.*—The gallery was open to the public for 156 days. The number of visitors during the year was 3,791 ; namely, 593 Europeans, 2,575 Hindu, and 623 Mahomedans.

The number of pictures now in the possession of the Gallery is—

Oil-colour paintings	78
Water-colour paintings	96
Engravings	18
Chromo-lithographs	51
Chalk and pencil drawings	20
Photographs and other works of art	44
Total number ...	307

There were no additions to the Gallery during the year. The grant has for many years remained unspent, as there is no accommodation for fresh purchases.

139. *Industrial Schools.*—The number of industrial schools declined from 17 to 15, as already explained.

The Ranchi Industrial School had 36 pupils against 29, of whom 28 were Uraon Christians, 5 Munda Christians, and 3 non-Christian Mundas. The expenditure was Rs. 2,366 against Rs. 3,094. In accordance with the sanctioned scheme of re-organisation, a passed foreman mechanic from Sibpur was appointed to have charge of the school. He was, however, considered to be wanting in powers of control, and his services were dispensed with in July 1890, since which time the school has been left in charge of a munshi on Rs. 10 a month—an arrangement which the local officers rightly condemn. The sale proceeds of articles manufactured in the workshops amounted to Rs. 952 against Rs. 1,683.

The Dumka School, opened in the previous year from the Sonthal Education Fund, was nearly self-supporting.

140. In the Rungpore Board Technical School the number on the rolls increased from 30 to 71.

The pupils devote three hours a day to mathematics, surveying, and elementary engineering, two hours to drawing, and three hours to one or other of the following occupations :—carpentry, smith's work, painting, engraving, and electro-plating. Each pupil pays a fee of Re. 1 a month, and the course extends over two years. The first systematic examination was held in May last, when 18 second-year candidates were examined, and nine passed in drawing. Owing to want of opportunities the work in surveying was not considered satisfactory ; and after a further course of three months' field work the candidates were to come up for re-examination. In the subjects of handicraft no examination has yet been held. The work of the pupils in drawing and engraving is extremely good. The most important branch of the instructive course is unquestionably the smith's and carpenter's work ; and if the school succeeds in turning out a number of fairly skilful artisans, it will amply justify its existence, as there are few or none of that class in Rungpore. The doubtful point is whether a two-years' course is sufficient to train a smith or carpenter able to take up an independent trade. When I visited the school, all the students were at work at one handicraft or another, and the articles turned out were creditably done. If two years are found to be insufficient to turn out a skilled workman, able to practise on his own account, it will be easy to lengthen the course. I consider the experiment which the Rungpore District Board has set on foot to be one

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of a very hopeful kind, which other Boards may follow with advantage; and I look forward to the time when there will be a close and useful connexion between these local industrial schools and the Sibpur College. On the one hand, the College will furnish these schools with passed apprentices for their head masters and with machine-tools at a cheap rate, thereby increasing their productive power and the manual skill of the students; on the other, the most promising of the students may be drafted to Sibpur with scholarships for further training than the local school can give. This seems to me by far the most practical way in which technical education (about the purpose and character of which much misconception prevails) can now be pushed in Bengal.

141. The Barisal Board have also opened a technical school, which teaches geometry, mensuration, surveying, and linear drawing. There are to be two classes of pupils: (1), the upper class, for those who have been educated up to the middle standard, and who are to receive two years' instruction in class and manual work, and one in manual work only; (2) the lower class, who will be trained only in manual work. The District Board have expended over Rs. 4,000 in constructing a school-house, and propose to assign Rs. 2,000 a year for the maintenance of the school. They have also founded eight scholarships to attract pupils to the institution.

Proposals of a similar kind for the establishment of technical schools have been made by the District Boards of Pubna, Purneah, Tipperah, Balasore and Chittagong.

142. The number of aided industrial schools remained unchanged. In the Presidency Division the Lalbagh Municipality paid Rs. 360 during the year to the Moorshedabad Technical School. The school is not doing much good in its present form, and proposals have been made for converting it into a weaving school, for the improvement of the silk manufacture of the district. The Kandi Municipality paid Rs. 10 a month to the technical class at Kandi. In Calcutta, the 27 pupils in the industrial school under the Society for the Propagation of the Gospel were Native Christians. Of the 2 Midnapore schools, the American Baptist Mission School had 62 boys against 70, and the Mahisadal Raja's Technical School 27 boys against 50. The present head-master of the latter institution is an ex-student of the Sibpur Engineering College. In the Bankoora Industrial School all the 33 pupils, except one, are reported to come from the artisan class. Of the 79 pupils in the Balasore Aided Technical School under the Revd. Z. Griffin, 71 were Native Christians.

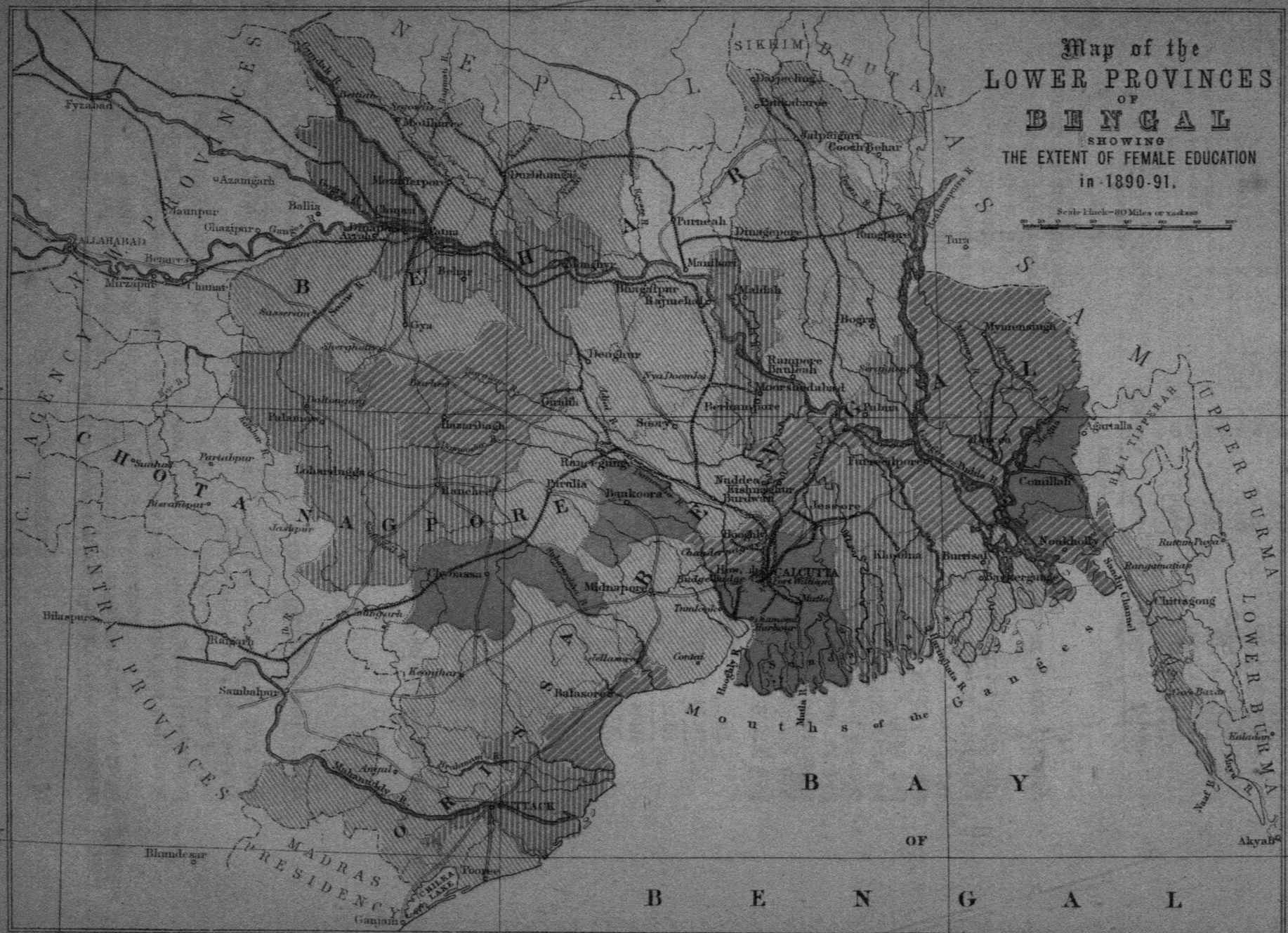
143. Of the 4 unaided industrial schools, that at Jamua in the district of Moorshedabad continued to be supported by the local zemindar, and that at Ahalpore in the Orissa Division by the Secretary to the local middle vernacular school. The technical school at Madhupur in the Sonthal Pergunnahs, and that at Nawada in Monghyr, continued to be maintained by the East Indian Railway.

Babu Jogendro Kishor Rai Chaudhuri, zemindar of Mymensing, submitted to Government in 1890 the munificent offer of an annual grant of Rs. 2,000 for the maintenance of an industrial school to be established in the town of Mymensing, together with a lump sum of Rs. 10,000 for the initial expenses of building and plant. With so liberal an outlay, the establishment of a useful institution may confidently be expected.

The Behar Industrial Fund has the large sum of 2½ lakhs at its disposal for the promotion of technical education, and it is much to be wished that steps were taken by the local authorities to carry out the objects of the trust. The Committee have made over the Golakpur house and grounds for the accommodation of the Patna Survey School.

144. *Other Schools.*—These fell from 15 to 13, as already explained. During the year under report the amalgamation of the Bhutia Government Boarding School with the Darjeeling Zilla School received the sanction of Government. The funds for a new building will be provided by the sale of the present zilla school building.

In Calcutta the aided Bengal Music School had 38 pupils, against 44 in the year before. In the Burdwan Division the roll number in the Bankoora aided Music School fell from 25 to 22. The aided Chhatna Music School was under the District Board of Bankoora, but was almost entirely supported by fees. In the Rajshahye Division the Bhutia School at Buxa gets Rs. 6


Map of the
LOWER PROVINCES
OF
BENGAL
SHOWING
THE EXTENT OF FEMALE EDUCATION
in 1890-91.
Scale 1 Inch = 80 Miles or thereabouts
REFERENCES.
Class 1. From 2 to 4 per cent.
" 2. " 1 to 2 " "
" 3. " ½ to 1 " "
" 4. below ½ per cent.
NEPAL
SIKKIM
BHUTAN
ASSAM
UPPER BURMA
LOWER BURMA
CENTRAL PROVINCES
MADRAS PRESIDENCY
CHOTA NAGPORE
BIHAR
ORISSA
Mouths of the
BAY
OF
BENGAL
CALCUTTA
ALLAHABAD
Fyzabad
Azamgarh
Jaunpur
Ghazipur
Ballia
Benares
Mirzapur
Chunar
Patna
Gya
Bhagalpur
Rajmehal
Purneah
Dinagepore
Rungpore
Maldah
Bogra
Mymensingh
Berhampore
Moorshedabad
Pubna
Dacca
Tipperah
Agartalla
Comillah
Noakholly
Chittagong
Akyab
Burrisal
Khulna
Jessore
Nuddea
Burdwan
Hooghly
Midnapore
Cuttack
Pooree
Ganjam
Balasore
Sambalpur
Bilaspore
Raipur
Ranchee
Hazaribagh
Lohardugga
Palamow
Gaudh
Dumka
Bankoora
Purulia
Ramgunge
Sasseram
Tura
Cooch Behar
Jalpaiguri
Darjeeling
Dinajpur
Mozufferpore
Durbhunga
Bhurtee
Seerooh
Sherghatty
Burhee
Bhuddee
Jashpur
Sarangpur
Partabpur
Sambhal
Bhundesar
Kenjhar
Amjal
Mahanuddy R.
Brahmini R.
Subarnarekha R.
Damodar R.
Hooghly R.
Mutla R.
Matlah R.
Ganges
Sandip Channel
Ruttan Pooja
Ramganatiah
Cox's Bazar
Kalaban
Naaf R.
Mayu R.
Kosi R.
Gandak R.
Bagmati R.
Ganges R.
Sone R.
Karmnasa R.
Tista R.
Brahmaputra R.
Meghna R.
Kopili R.
Sunkosh R.
Subansiri R.
Dihong R.
Dibong R.
Lohit R.
Irrawaddy R.
Chindwin R.
Sittang R.
Salween R.
Kaladan R.
Kyendwen R.
Mu R.
Chilka Lake
Pulicat Lake
Lake Tanjore
Lake Kolleru
Lake Ennore
Lake Vellar
Lake Chilka
Lake Pulicat

a month from the Government Estates Improvement Fund. The education imparted is religious rather than secular, its object being to train boys to be Lamas or Buddhist monks. All the 13 pupils were Bhutias. SPECIAL INSTRUCTION.

In the Patna Division six schools have been returned under this head, as in the preceding year. The Buxar Railway School (Shahabad district) is intended to train the coolies employed by the Railway Goods Department in the technicalities of their work and in the rules and regulations of the railway administration. Dr. Martin inspected it once, and was surprised to find how well the coolies read their Hindi text-books.

One unaided music school has been returned from Rungpore and another from Balasore.

VII.—FEMALE EDUCATION.

145. The following statement compares the statistics of schools for general education for native girls for the past two years:— FEMALE EDUCATION.

Girls' Schools.	1889-90.		1890-91.	
	Schools.	Pupils.	Schools.	Pupils.
Managed by Government ...	2	235	2	198
Ditto by Municipal and District Boards	5	223	5	210
Aided by Government or by Municipal or District Boards	1,913	40,614	2,055	42,733
Unaided	233	4,618	176	3,307
Total ...	2,153	45,690	2,238	46,448
Girls in boys' schools	...	32,673	...	32,417
GRAND TOTAL ...	2,153	78,363	2,238	78,865

The number of girls' schools has advanced from 2,153 to 2,238, and their pupils from 45,690 to 46,448. The number of girls in boys' schools has, on the other hand, declined from 32,673 to 32,417. The net result therefore is a gain of 85 schools and of 502 pupils. There has been an increase of 142 in the number of aided schools, and a decrease of 57 in that of unaided schools. The number of high and middle English schools for girls is the same as before (5 and 3 respectively), while the number of pupils attending them has come down from 487 to 437 and from 147 to 114 respectively. Middle vernacular schools for girls have risen from 21 with 1,405 pupils to 24 with 1,481 pupils; upper primaries from 259 to 274 (though the number of pupils attending them has declined from 9,327 to 9,199), and lower primaries from 1,865 with 34,324 pupils to 1,932 with 35,217 pupils.

146. The following statement shows the distribution of lower primary schools for girls during the last two years:—

DIVISIONS.	1889-90.		1890-91.	
	Schools.	Pupils.	Schools.	Pupils.
Presidency	300	7,216	275	6,871
Calcutta	38	1,334	42	1,553
Burdwan	180	3,048	198	3,470
Rajshahye	76	1,197	76	1,212
Dacca	483	7,195	435	6,531
Chittagong	266	3,795	364	4,985
Patna	234	3,937	231	3,664
Bhagulpore	88	2,042	117	2,398
Chota Nagpore	104	2,608	110	2,834
Orissa	90	1,819	78	1,554
Orissa Tributary Mehals ...	6	133	6	145
Total ...	1,865	34,324	1,932	35,217

The loss has been greatest in the Presidency, Dacca, and Orissa Divisions. The causes assigned for it by the Inspectors are nearly the same as those already mentioned in explanation of the loss of lower primary schools for boys, and, in Orissa, the disappearance of schools started in the hope of

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stipends and failing to gain them. The districts of Furreedpore and Mymensing, in the Dacca Division, have again, as in the previous year, been the chief sufferers.

147. The following table gives the attendance and expenditure in schools for native girls:—

Class of Schools.	Number of schools.	Number of pupils on the rolls on the 31st March 1891.	Average number on the rolls monthly.	Average daily attendance.	Expenditure. From Public Funds. Provincial revenues.	From Public Funds. District funds.	From Public Funds. Municipal funds.	From Private Funds. Fees.	From Private Funds. Other sources.	Total.
					Rs.	Rs.	Rs.	Rs.	Rs.	Rs.
Managed by Government ...	2	198	200	164	19,444	...	120	5,708	797	26,069
Ditto by District or Municipal Boards.	5	210	214	145	...	...	1,289	...	55	1,344
Aided by Government or by District or Municipal Boards	2,055	42,733	39,865	29,604	72,028	25,467	8,172	20,032	1,87,615	3,13,314
Unaided	176	3,307	3,164	2,306	...	...	...	287	10,073	10,360
Total ...	2,238	46,448	43,443	32,219	91,472	25,467	9,581	26,027	1,98,540	3,51,087
					1,26,520			2,24,567		

The total expenditure from public sources was Rs. 1,26,520, against Rs. 1,20,171 in the preceding year. The expenditure from Provincial revenues increased by Rs. 3,673, partly by increased expenditure in the Bethune School, and partly by more liberal grants-in-aid. The district fund expenditure increased by Rs. 2,254, and the municipal expenditure by Rs. 422. The contributions from private sources amounted to Rs. 2,24,567 against Rs. 2,06,788. The total expenditure increased from Rs. 3,26,959 to Rs. 3.51,087.

148. The progress of female education has been incidentally noticed in the sections on University Education and Special Instruction, in connection with the College Department of the Bethune School, the Medical College, and the several medical schools of the province. One lady passed the B.A. examination, and four the First Examination in Arts from the Bethune College.

Three schools in Calcutta—the Bethune School, the Christ Church, and the Free Church Normal—sent up ten female candidates to the last Entrance examination, and the two first passed six girls, four from the Bethune and two from the Christ Church School. The two girls from the Free Church Normal School were unsuccessful.

149. The two departmental schools for girls were the Bethune School in Calcutta and the Eden Female School at Dacca, both of which are classed as high English schools. The aggregate cost was Rs. 26,069, of which Government contributed Rs. 19,444, against Rs. 17,682 in the preceding year. The expenditure under District Boards on aided girls' schools increased from Rs. 23,213 to Rs. 25,467. This would indicate that the Boards are, generally speaking, alive to the importance of female education, though in some cases, as in Burdwan and Beerbhoom, they are said to be "very indifferent and apathetic."

The Bethune Collegiate School had 108 pupils on the roll, against 136 in the previous year. The Government expenditure increased by Rs. 1,177, while the fee receipts remained nearly the same. The institution is under the management of a committee with the Hon'ble the Chief Justice as President. A commodious house was built during the year for the better accommodation of the boarders. There are special classes for drawing and music, and the pupils are prepared for the various public standards of examination, from lower primary to Entrance. Five girls attended the last Entrance examination, of whom four were successful. The college department had 15 pupils on the 31st March, of whom 7 belonged to the first-year, 4 to the second-year, 2 to the third-year, and 2 to the fourth-year class. There were no Mahomedans among them, one Hindu, two Jews, five Christians, and seven Brahmos.

The following extract from the Lady Superintendent's report will be of interest:—

"During the year Miss Kamini Sen, B.A., was appointed third lecturer, an appointment hitherto held by gentlemen. Miss Sen has fully justified the new departure. Miss Kadambini Kastagir, B.A., was appointed second mistress in her place. Both are alumni of our college."

Babu Hem Chandra Mittra of Calcutta has offered Rs. 500 for the foundation of an annual prize to be awarded to the best girl of the school at the Entrance examination.

The Eden Female School at Dacca, which is nominally classified as a high English school, had 90 pupils on the roll, against 99 in the preceding year. The total cost was Rs. 6,317, of which Government contributed Rs. 5,320 and the Dacca Municipality Rs. 120. The collection from fees amounted to Rs. 80 only. Six girls were sent up to the lower primary scholarship examination, of whom five were successful. Two girls also competed at the upper primary scholarship examination, but failed to pass. This school, though reading for different standards at different times, has never yet succeeded in retaining a pupil long enough to be sent up to the Entrance examination, though it cherishes the hope of doing so. A lady-graduate is to be appointed second mistress.

150. The following statement summarises the expenditure in the principal institutions for female education in Calcutta that receive Government aid. They are attended almost exclusively by native girls. The total monthly grant was Rs. 2,876, against Rs. 2,845 in the preceding year:—

	Pupils.	Monthly grants. Rs.	A.	P.
35 Ordinary grant-in-aid schools	2,852	1,195	10	8
14 Primary grant schools	833	113	0	0
3 Orphanages	208	215	0	0
2 Training schools	24	160	0	0
4 Zenana agencies	358	1,192	0	0
21 Schools supported from zenana grants ...	1,387	.....		
Total ...	5,662	2,875	10	8

The two training schools are (1) the Church of England Normal School, which had four pupils at the close of the year, and which receives a monthly grant of Rs. 160, and (2) the training class for native girls attached to the Central School under the same mission, which has been for the first time separately returned, although its expenditure remains incorporated with that of the Central School itself. The Free Church Normal School, long returned as a special institution, has now been classified as a high English school, as it teaches girls up to the Entrance standard and presents them at the Entrance examination. This has not, however, increased the number of high English schools for girls, inasmuch as the Free Church Orphanage, formerly classified as a high English school, has now been returned as a middle school.

151. There are five zenana agencies at work in the town, of which the Baptist is not aided. The number of pupils under the aided zenana agencies has slightly declined from 367 to 358. The decrease in the amount of the grant from Rs. 1,242 to Rs. 1,192 merely means that the Free Church Mission consented to the reduction of its grant from Rs. 90 to Rs. 40 a month, in order that grants-in-aid at the rate of Rs. 30 each might be given to the three girls' schools under its management. This clearly indicates that as female schools increase and their efficiency is appreciated, the necessity for zenana-teaching is less felt. The girls taught in the schools themselves enter the zenana, and their example as useful members of the household creates a desire for school education. When they in their turn become mothers of families, there is no danger that their daughters will be deprived of education in some form.

152. The third examination for the award, under the revised standards, of the special girls' scholarships sanctioned by Government for Calcutta and its neighbourhood, was held in December 1890. Five middle, 10 upper primary, and 20 lower primary scholarships have been sanctioned; and two middle and all the upper and lower primary scholarships were taken up, the number awarded in the preceding year having been 2 middle, 6 upper, and 20 lower primary scholarships. The number of candidates for the middle or seventh standard was five, of whom three were successful, against two in the preceding year. The number of candidates for the upper primary or sixth standard was 24, of whom 18 were successful, and that for the lower primary or fourth

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standard was 175, of whom 101 were successful. At the examination of the previous year seven candidates passed by the upper and 48 by the lower standard. The Board of Examiners consisted of Mrs. M. Wheeler, Inspectress of Schools, the Deputy Inspector of Schools, Calcutta, and the Head Master, Calcutta Training School. A grant of Rs. 255 was made by Government for conducting the examination and remunerating the examiners. The Milman Memorial School and the Free Church Orphanage passed pupils in all three standards. Altogether 61 schools competed at one or more of the standards, and 44 were successful. The latter are thus classified according to management:—American Mission 11, Church of Scotland Mission 6, London Mission 5, Church of England Zenana Mission 4, Free Church 4, Society for the Propagation of the Gospel 6 (including one school under the Revd. A. C. Seal), Baptist 2, Church Mission Society 2, Hindu management 2, Government 1, and Wesleyan 1.

Of the unsuccessful schools, 3 belonged to the American Mission, 3 to the Baptist, 3 to the Church of England, 1 to the Free Church, 4 to the Society for the Propagation of the Gospel, 1 to the Episcopal Church, and 2 were under Hindu management.

153. The special standards, though highly suitable for girls, were not adopted to any appreciable extent by schools in the mofussil, though their extension to them had been sanctioned. The Assistant Inspector of Schools, Bhagulpore Division, recommends their adoption in the Maldah district, and suggests that the District Board should create a few special scholarships for this purpose. The fact is that the ordinary departmental standards (lower primary, upper primary, &c.), though by no means specially suited to girls, qualify for the Government scholarships awarded on those examinations; and school managers are reluctant to forego that advantage. The scholarship examinations of all classes excite the keenest interest throughout Bengal, and their influence can by no means be ignored. It seems desirable, therefore, to separate some portion of the district allotment for scholarships, and confine it to girls' schools and candidates that adopt the special standards. This would also be fair to the male candidates, since it is highly probable that the substitution of needlework for Euclid and science, the single concession allowed to girls, gives the latter a material advantage in the competition.

154. Besides the zenana agencies there are a few local associations in the country for the promotion of female education. The most important of them are (1) the Uttarpara Hitakari Sabha, (2) the Bengal Central Union, (3) the Jessore-Khulna Union, (4) the Taki Hitakari Sabha, (5) the Furreedpur Suhrid Sabha. The Jessore-Khulna Union receives grants of Rs. 200 and Rs. 100, respectively, from the District Boards of Jessore and Khulna, and it aided several female schools in the two districts. It is also an examining body, but the results of its operations are not made known to the Department. The Furreedpur Suhrid Sabha examined 171 candidates in its own standards, of whom 146 were declared successful. The following statement shows the results of the examinations held by the Uttarpara Hitakari Sabha, whose standards closely resemble those adopted for Calcutta:—

Districts.	Number of Examinees at—				Number passed.				Scholarships obtained.			
	Junior.	Senior.	Final.	Total.	Junior.	Senior.	Final.	Total.	Junior.	Senior.	Final.	Total.
Howrah ...	35	9	2	46	23	3	1	27	11	2	1	14
Hooghly ...	24	11	4	39	18	6	2	26	9	3	1	13
Burdwan ...	37	8	1	46	32	9	2	43	9	1	...	10
Beerbhoom ...	11	3	4	18	10	1	2	13	7	1	1	9
Bankoora ...	66	20	1	87	51	16	...	67	11	2	...	13
Midnapore ...	...	...	...	...	30	7	3	40	9	3	...	12
Total ...	173	51	12	236	164	42	10	216	56	12	3	71

In the previous year 191 candidates passed out of 300 that competed. If the same standard has been maintained, the Sabha should be congratulated

on the brilliant results of the year under review, the percentage of success having risen from 64 to 91·5.

155. In the ordinary departmental examinations, which are open to students of both sexes, needlework in some form or other is frequently substituted for Euclid, science, and zemindari accounts. The results of these examinations are summarised in the following statement, division by division:—

Name of Division.	Number of Girls passed at the—			
	Middle scholarship examination from middle English schools.	Middle scholarship examination from middle vernacular schools.	Upper primary examination.	Lower primary examination.
Presidency ...	...	...	8 (a)	53 (b)
Burdwan ...	...	...	9	14
Rajshahye ...	...	...	2	3
Dacca ...	...	...	2	191
Chittagong ...	...	...	...	22
Patna ...	...	...	3	13
Bhagulpore ...	...	1	4	20
Orissa ...	...	10	33	165
Chota Nagpore ...	...	...	...	100
Orissa Tributary Mehals	...	...	2	2
Total ...	...	11	63	583

(a) Including 4 girls passed from boys' schools.
(b) Ditto 5 ditto ditto.

The Orissa Division takes the lead in every examination except the lower primary, in which it has been beaten by Dacca.

156. Mrs. Wheeler, the Inspectress of Schools, has furnished the examination returns of 2,861 pupils reading in zenanas and in infant schools in Calcutta and its neighbourhood. The results of the examination are summarised below:—

Name of Mission.	Number of pupils examined.	IA.	IB.	II.	III.	IV.	V.	VI.	VII.	VIII.	Total passed.	Number rejected.	Infants.	Remarks.
Church of England ...	427	61	54	43	15	7	2	2	...	...	184	23	220	
Church of Scotland ...	26	7	9	7	3	...	.	...	...	...	26	...	...	
Diocesan	836	119	57	65	17	2	..	...	...	...	260	142	434	
American	1,376	236	162	171	73	39	13	...	...	...	694	143	539	
Miscellaneous	196	4	11	2	10	7	15	10	...	...	59	48	89	
Total ...	2,861	427	293	288	118	55	30	12	...	...	1,223	356	1,282	

In this table the results for zenanas proper and for schools are combined, so that it shows at one view the operation of the different agencies. Their success at the special girls' scholarship examination has already been specified. The 8th is a new standard, intended mainly, as well as the 7th, for young women under training as teachers. It will be remembered that three candidates passed the 7th standard for the middle scholarship examination.

157. The number of girls examined in the previous year was 4,085; but Mrs. Wheeler was on furlough for nearly six months, from the 1st May to the 21st October 1890, during which period Babu Isan Chunder Ghosh, M.A., Deputy Inspector of Schools, Calcutta, was in charge of her office in addition to his own duties. The following extract from Mrs. Wheeler's annual report may be read with interest:—

"I may safely say that the girls' schools now-a-days are on the whole very satisfactory, and the girls now turned out do obtain a certain amount of real education, whereas in former years they learnt more like parrots than like reasonable human beings."

158. The Maharajahs of Dumraon and Chota Nagpore have been mentioned as liberal patrons of female education.

VIII.—EDUCATION OF EUROPEANS.

EDUCATION OF EUROPEANS.

159. The number of European schools in Lower Bengal on the 31st March 1891 (classified as Government, aided, and unaided; and, according to grade, as secondary and primary) is shown in the following table, as well as the number of scholars on that date. The corresponding figures for 1889-90 are also given:—

Class of School.		31st March 1890.				31st March 1891.			
		Number of schools.	Number of Scholars.			Number of schools.	Number of Scholars.		
			Boys.	Girls.	Total.		Boys.	Girls.	Total.
Secondary Schools.	Government	1	85	.....	85	1	81	.....	81
	Aided	41	2,255	2,371	4,626	41	2,188	2,459	4,647
	Unaided	10	1,105	297	1,402	12	1,277	326	1,603
	Total ...	52	3,445	2,668	6,113	54	3,546	2,785	6,331
Primary Schools.	Aided	15	290	283	573	15	245	253	498
	Unaided	1	15	9	24	.....	.....	.....	.....
	Total ...	16	305	292	597	15	245	253	498
Total for ...	Government Schools ...	1	85	.....	85	1	81	.....	81
	Aided Schools	56	2,545	2,654	5,199	56	2,433	2,712	5,145
	Unaided Schools	11	1,120	306	1,426	12	1,277	326	1,603
Grand Total for all Schools ..		68	3,750	2,960	6,710	69	3,791	3,038	6,829

Two new aided schools have been opened during the year, two old ones have been amalgamated, and one school has been transferred to the unaided list; the result being that the number of aided schools remains unaltered.

The transfer of the Doveton College from the aided list increases the number of unaided schools by one.

The number of scholars in aided secondary schools has increased by 21, while in aided primary schools there is a decrease of 75. There is therefore a net decrease of 54 in the number of children in aided schools; but this falling off is more than accounted for by the transfer of the 188 pupils attending the Doveton College.

The number of scholars in unaided schools has increased by 177.

160. A classification of the schools according to their management is given below:—

Under the management of	31st March 1890.						31st March 1891.					
	Primary.		Secondary.		Total.		Primary.		Secondary.		Total.	
	Schools.	Pupils.	Schools.	Pupils.	Schools.	Pupils.	Schools.	Pupils.	Schools.	Pupils.	Schools.	Pupils.
Government	...	...	1	85	1	85	...	...	1	81	1	81
Roman Catholics	4	212	23	3,171	27	3,383	4	162	25	3,323	29	3,485
Church of England	3	185	11	1,461	14	1,646	3	157	11	1,434	14	1,591
Various Dissenting Bodies ...	...	...	4	364	4	364	...	...	4	408	4	408
Jews	...	...	2	214	2	214	...	...	2	233	2	233
Armenians	...	...	1	69	1	69	...	...	1	51	1	51
Railway Companies	6	116	4	134	10	250	6	115	3	141	9	256
Private individuals	2	64	4	373	6	437	1	49	5	382	6	431
Others	1	20	2	242	3	262	1	15	2	278	3	293
Total ...	16	597	52	6,113	68	6,710	15	498	54	6,331	69	6,829

Of the total number of children in the schools, 51 per cent. are now in schools under Roman Catholic management, against 50·4 per cent. in the previous year.

The percentage in Church of England schools is 23·3 against 24·5.

Two of the four schools managed by dissenters, containing together 326 pupils, are connected with the American Methodist Mission; one containing 62 pupils is controlled by the Baptists; the fourth is a small Wesleyan school with 21 pupils.

With the exception of the school at Saidpur, on the Eastern Bengal State Railway, all the railway schools are in stations along the East Indian Railway. There is a very slight increase in the number of children attending these schools, but the inducements offered to parents by the hill school at Mussoorie will probably keep down the attendance in plains' schools permanently.

Three of the six private adventure schools are aided, one being in the primary grade, and two in the middle.

The three schools appearing under the head of "Others" at the bottom of the table are the Doveton College, the Doveton Institution, and the European School at Dinapur. They are all undenominational.

161. The cost to Government of European education in Bengal, as well as the total expenditure during the last two years, is shown in the following table:—

	1889-90.		1890-91.	
	Government expenditure (net).	Total expenditure.	Government expenditure (net).	Total expenditure.
	Rs.	Rs.	Rs.	Rs.
Secondary Instruction	1,13,892	5,49,740	1,20,607	5,39,383
Primary "	8,747	31,842	8,342	31,322
Scholarships ...	3,685	3,685	3,949	3,949
Buildings ...	18,630	38,331	10,227	20,454
Superintendence ...	27,214	27,214	22,177	22,177
Total ...	1,72,168	6,50,812	1,65,302	6,17,285

The Government expenditure upon the Government Boarding School at Kurseong was Rs. 18,212, or an average of Rs. 219-6-9 per scholar. In 1889-90 the expenditure amounted to Rs. 18,484.

The expenditure on monthly grants, and on fixed annual grants awarded under article 33 of the Code, amounted to Rs. 1,08,886. Before a fair comparison can be made between this sum and the estimated amount of the monthly grants, or between it and the actual expenditure during the preceding year, it should be noticed that the fixed grant paid for the first time to the Free School for the year beginning the 1st August 1890, after four monthly grants had been already paid, includes the grant for the first four months of the following year. For comparative purposes, therefore, the above amount ought to be reduced by one-third of the fixed grant paid to the Free School, *i.e.*, by Rs. 2,760, bringing the expenditure down to Rs. 1,06,126. The estimated amount was Rs. 1,05,000, and the actual expenditure during the preceding year Rs. 1,01,727. The increased expenditure is mainly due to an increase of nearly 3 per cent. in the number of scholars eligible for instruction grants, and to an increase in those grants which are based upon the average attendance, the result of greater regularity on the part of the children in attending school.

The grants to pupil teachers amounted to Rs. 1,051, the estimate being Rs. 3,000. The expenditure on scholarships was Rs. 3,949, against Rs. 3,685 in the previous year. The estimate was for Rs. 4,500. The number of candidates was only large enough to permit the award of nine out of the twelve middle scholarships sanctioned by Government. All the primary scholarships sanctioned were awarded. The expenditure on buildings was the share drawn by European schools out of the total grant of Rs. 30,000.

Owing to changes in the staff, the cost of inspection was reduced by Rs. 5,037.

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162. The Government expenditure for each scholar in the various classes of schools is given below. Boarding and orphanage grants have been excluded in calculating the "cost for tuition only":—

Class of School.	Total Government expenditure per scholar.	Government expenditure per scholar for tuitional purposes only.
	Rs. A. P.	Rs. A. P.
High	26 4 0	25 9 8
Middle	19 3 5	17 10 1
Primary	15 4 8	15 4 8
All classes	20 13 1	19 10 8

163. The distribution of scholars in the various divisions of the province as is follows :—

Division.	Number of Scholars in European Schools.					
	31st March 1890.			31st March 1891.		
	Secondary schools.	Primary schools.	Total.	Secondary schools.	Primary schools.	Total.
Calcutta	4,008	240	4,248	4,152	176	4,328
Presidency ...	648	159	807	597	142	739
Burdwan	261	70	331	330	52	382
Rajshahye	497	32	529	528	31	559
Dacca	40	...	40	54	...	54
Chittagong ...	123	...	123	114	...	114
Patna	266	78	344	298	70	368
Bhagulpore ...	87	18	105	94	27	121
Orissa	134	...	134	121	...	121
Chota Nagpore ...	49	...	49	43	...	43
Total ...	6,113	597	6,710	6,331	498	6,829

164. *High School Examination.*—The results for the last two years are given below :—

Name of School.	1889.				1890.			
	Number of candidates.	Successful Candidates.			Number of candidates.	Successful Candidates.		
		First division.	Second division.	Total.		First division.	Second division.	Total.
Catholic Male Orphanage ...	...	...	...	...	2	...	...	...
La Martinière for Girls ...	1	1	...	1	4	...	2	2
Loretto Boarding and Day, Entally.	2	1	1	2	2	1	...	1
Loretto Girls', Dhurrumtollah	4	...	1	1	...	...	...	...
St. Joseph's Convent, Chandernagore.	1	...	...	...	1	...	...	...
St. Teresa's	1	1	...	1	...	...	...	...
Private student	...	...	...	...	1	...	...	...
Teachers	4	...	...	...	5	1	1	2
Total ...	13	3	2	5	15	2	3	5

For the first time for many years there were candidates at this examination from a boys' school, but neither of the two succeeded in passing. The University having now recognised this examination as equivalent to the Entrance examination, there is reason to believe that the embargo which the schools have practically placed upon it will at length be removed. In addition to the five girls who passed, one girl from the Loretto Boarding School, Entally, obtained sufficient marks to place her in the first division, but she unfortunately failed in the second language papers.

A new feature in the last examination was the taking of papers beyond the compulsory subjects. Two candidates were examined and passed in the art of teaching, and three out of four candidates passed in Botany.

165. *Entrance Examination.*—The following table gives the number of candidates sent up to this examination from European schools in 1890 and 1891, with their success:—

Name of School.	1890.						1891.					
	Number of candidates.	Successful Candidates.				Scholarships gained.	Number of candidates.	Successful Candidates.				Scholarships gained.
		First division.	Second division.	Third division.	Total.			First division.	Second division.	Third division.	Total.	
Aided Schools.												
Calcutta Boys'	5	...	1	1	2	...	4	...	2	...	2	...
Calcutta Free (Boys' Department)	2	...	...	...	...	...	4	1	...	1	2	...
Calcutta Girls'	2	...	...	...	..	...	4	...	3	...	3	...
Darjeeling Girls' High ...	2	2	...	...	2	...	6	2	3	...	5	...
Doveton Institution	4	...	3	...	3	...	4	2	1	...	3	...
Loretto House	2	1	1	...	2	(a) 1	4	2	1	...	3	...
St. James's High	4	...	1	1	2	...	8	...	1	1	2	...
St. Joseph's, Bow Bazar ...	...	...	...	...	...	...	9	2	1	2	5	...
St. Paul's, Darjeeling	18	3	6	4	13	(b) 1	15	1	5	3	9	...
St. Thomas's, Howrah	...	...	...	...	...	...	1	1	...	...	1	...
Total ...	39	6	12	6	24	2	59	11	17	7	35	...
Unaided Schools.												
Armenian College	8	...	1	1	2	...	12	1	3	2	6	...
Doveton College	8	2	1	...	3	(c) 1	13	2	2	3	7	...
Jewish Boys'	3	...	...	1	1	...	3	...	...	2	2	...
Do. Girls'	4	2	1	...	3	(d) 2	...	...	...	...	...	...
La Martinière, Boys'	10	1	5	2	8	...	7	...	5	1	6	...
Ditto, Girls'	4	1	...	1	2	...	4	...	2	...	2	...
Roberts' College	...	...	...	...	...	...	4	2	1	...	3	...
St. Joseph's, Darjeeling ...	5	2	1	1	4	(e) 2	6	1	4	...	5	(f) 1
St. Xavier's College	20	7	8	1	16	(g) 2	30	12	15	2	29	(h) 4
Total ...	62	15	17	7	39	7	79	18	32	10	60	5
Grand Total ...	101	21	29	13	63	9	138	29	49	17	95	5

(a) One third grade (special scholarship for girls).
(b) One second grade.
(c) One first grade.
(d) One first grade and one second grade (special scholarship for girls).
(e) One second grade and one third grade.
(f) One third grade.
(g) One first grade and one second grade.
(h) Two second grade and two third grade.

The number of candidates from European schools has increased from 101 in 1890 to 138 at the last examination. Of these, 62·4 per cent. passed in 1890, and 68·8 per cent. at the last examination. The corresponding percentages for all schools in Bengal were 50 per cent. in 1890 and 42·7 per cent. in 1891.

Taking boys and girls separately, the percentages were—boys 61·4, girls 66·7 in 1890; and boys 68·1, girls 72·7 at the last examination. For some years past the percentage of girl candidates who have passed has been higher than that of boys. In boys' schools, all the pupils who have any chance of passing are presented; in girls' schools more caution prevails. No European or Eurasian girls were found eligible for junior scholarships during the year.

166. *Middle Scholarship Examination.*—A summary of the results for the last two years is given in the following table:—

	1889-90.									1890-91.								
	Competing schools.	Candidates.	Absentees.	Successful Candidates.				Percentage of passes.	Scholarships awarded.	Competing schools.	Candidates.	Absentees.	Successful Candidates.				Percentages of passes.	Scholarships awarded.
				First division.	Second division.	Third division.	Total.						First division.	Second division.	Third division.	Total.		
Scholarship Candidates { Boys ...	10	20	...	2	7	8	17	85·0	7	8	24	...	3	8	7	18	75·0	5
Scholarship Candidates { Girls ...	12	21	1	...	8	7	15	75 0	2	12	22	...	2	7	10	19	86·4	4
Total ...	20	41	1	2	15	15	32	80·0	9	20	46	...	5	15	17	37	80·4	9
Certificate Candidates { Boys ...	7	24	1	...	3	15	18	78·3	...	5	22	...	1	10	7	18	81·8	...
Certificate Candidates { Girls ...	11	58	4	3	13	15	31	57 4	...	16	47	1	4	9	26	39	84·8	...
Total ...	18	82	5	3	16	30	49	63 6	...	21	69	1	5	19	33	57	83·8	..
Grand Total ...	23	123	6	5	31	45	81	69·2	9	25	115	1	10	34	50	94	82·5	9

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The number of schools which sent up candidates for scholarships was the same as in 1889, but the number of candidates increased from 41 to 46.

In the case of candidates for the certificate only, the schools numbered 21, against 18 in the preceding year, while the number of candidates fell from 82 to 69.

The percentage of passes among scholarship candidates was practically unchanged in the total, but considered separately for boys and girls there was a curious inversion in the result; the girls being as much superior to the boys at the last examination as the latter were to the former in 1889.

The certificate candidates were more successful at the last than at the previous examination, particularly the girls, whose percentage of passes rose from 63·6 to 83·8. There was a general improvement in the quality of the passes in both classes of candidates.

167. The next table gives the results of the examination for the separate schools and the distribution of the scholarships:—

Schools from which candidates were presented.	Number of Candidates for—		Number absent.	Number of Successful Candidates.				Number of scholarships gained.
	Scholarships.	Certificates.		First division.	Second division.	Third division.	Total.	
1. Calcutta Boys'	...	6	...	...	4	1	5	.
2. Calcutta Free (Boys' Department).	1	...	...	...	...	...	...	...
3. Calcutta Girls'	2	12	...	...	3	10	13	...
4. Catholic Male Orphanage ...	4	..	...	...	2	2	4	...
5. Doveton Institution	1	3	...	...	1	1	2	...
6. Female Normal	...	3	...	1	1	1	3	...
7. Jewish Girls'	2	2	...	...	1	3	4	1
8. La Martinière, Girls' ...	5	8	...	...	6	5	11	. .
9. Loretto Day, Dhurrumtollah .	1	1	...	...	...	...	...	...
10. Loretto Convent, Darjeeling .	1	3	...	4	...	...	4	1
11. Loretto House	1	1	...	...	1	...	1	1
12. Miss O'Brien's Day	2	2	...	...	...	3	3	...
13. Misses Stark's	..	2	...	...	..	2	2	...
14. Pratt Memorial	3	3	...	...	2	4	6	...
15. Protestant European, Cuttack	1	2	...	...	. .	3	3	...
16. Roberts' College	5	2	...	...	...	1	1	...
17. St. Anthony's Girls'	...	1	...	...	...	1	1	...
18. St. Joseph's, Bow Bazar, Pay Department.	2	1	...	...	2	1	3	1
19. St. Joseph's Convent, Cuttack	...	2	1	...	...	...	...	...
20. St. Michael's, Coorjee	2	7	.	1	5	3	9	1
21. St. Paul's, Darjeeling	3	6	...	1	2	4	7	...
22. St. Thomas's, Howrah ...	4	...	...	1	2	1	4	1
23. St. Xavier's College	3	...	...	1	1	1	3	2
24. Welland Memorial . .	2	.	...	..	1	1	2	.
25. Wesleyan Preparatory... ...	1	1	...	1	...	1	2	1
Private student	...	1	...	...	...	1	1	...
Total ...	46	69	1	10	34	50	94	9

168. *Primary Scholarship Examination.*—The following is a summary of the results:—

	1889-90.									1890-91.								
	Competing schools.	Candidates.	Absentees.	Successful Candidates.				Percentage of passes.	Scholarships awarded.	Competing schools.	Candidates.	Absentees.	Successful Candidates.				Percentage of passes.	Scholarships awarded.
				First division.	Second division.	Third division.	Total.						First division.	Second division.	Third division.	Total.		
Scholarship Candidates { Boys ...	17	57	1	13	18	12	43	76·8	12	19	66	5	7	23	13	43	70·5	9
Scholarship Candidates { Girls ...	23	59	4	9	20	10	39	70·9	8	21	52	1	7	21	10	38	74·5	11
Total ...	34	116	5	22	38	22	82	73·9	20	34	118	6	14	44	23	81	72·3	20
Certificate Candidates { Boys ...	17	76	10	15	16	13	44	66·7	...	14	58	5	6	17	11	34	64·2	...
Certificate Candidates { Girls ...	15	78	4	30	20	6	56	75·7	..	16	58	3	6	13	14	33	60·0	..
Total ...	30	154	14	45	36	19	100	71·4	...	28	116	8	12	30	25	67	62·0	...
Grand Total ...	38	270	19	67	74	41	182	70·0	20	36	234	14	26	74	48	148	67·3	20

The number of competing schools is the same this year as last in the case of scholarship candidates, but the number sending up candidates for certificates has decreased by two.

There is a small increase in the number of scholarship candidates, but a great falling off in the number of candidates for certificates.

There is a slight falling off in the percentage of passes all round, except in the case of girl candidates for scholarships.

Of the total number of passes, the proportion placed in the higher divisions was much smaller at the last examination than in 1889, owing to the raising of the standard.

169. *Annual Examinations.*—The percentage of instruction grant earned has slightly advanced from 73·2 to 73·6; the number of scholars on the schedules has increased by 69, and the percentage of those eligible for the instruction grant was slightly higher in 1890-91 than in 1889-90.

In reading, arithmetic, English, and geography there is a falling off in the percentage of passes; while the percentage is higher for writing, needlework, history and mathematics, particularly in needlework.

In science and the special subjects the numbers presented for examination are so small that the percentages are of little value for comparison.

Singing.—Thirty schools were awarded a grant for singing, fourteen of these obtaining the higher grant for singing by note. Considering the smallness of the grant as compared with that for other subjects, the number of schools which qualify for the higher grant is remarkable, in view of the time and labour which must be expended in order to attain it.

Drill.—Six schools earned a grant for drill last year, against three in 1889-90. In three others drill is taught, but for various reasons none of them were eligible for a grant.

170. The percentage of instruction grant earned by the primary and middle departments of all the schools is shown below:—

Middle Departments.

Name of School.	1889-90.		1890-91.	
	Number of scholars eligible for instruction grant.	Percentage of instruction grant earned.	Number of scholars eligible for instruction grant.	Percentage of instruction grant earned.
Calcutta Boys'	21	33 3	19	80 3
Calcutta Girls'	55	67·1	52	66 1
Calcutta Free (Boys' Department) ...	70	54·2	70	46·5
Ditto (Girls' ditto) ...	41	89·9	49	93·6
Catholic Male Orphanage	60	63·8	59	78 4
Darjeeling Girls'	35	52 7	29	62·7
Doveton Institution for Young Ladies ...	19	29 3	20	53·8
East Indian Railway, Asansol	3	94 4	2	66·6
Ditto, Jamalpur, Boys' ...	7	52 4	...	.
Ditto, ditto, Girls' ...	2	57·1	5	71·4
Ditto, ditto, Night ..	15	46·7	10	66·7
Government Boarding, Kurseong	21	52·7	21	69·1
Loretto Boarding and Day, Entally ..	28	60·2	24	66·1
Loretto Convent, Asansol	16	71·4	11	89·6
Loretto Day, Bow Bazar (Pay Department)	16	78·6	19	64·7
Ditto, ditto (Free ditto)	11	56·1	9	55·6
Ditto, Dhurrumtollah (Pay ditto)	38	81·3	26	68·2
Ditto, ditto (Free ditto)	4	66·6	6	38·9
Loretto House	...	...	25	85·1
Loretto Orphanage, Entally	31	56·7	30	50·5
Loretto Priory, Hazaribagh	18	48·3	8	69·8
Pratt Memorial	24	72·6	35	86·8
Protestant European, Cuttack	18	52·7	21	62·9
St. Agnes's, Howrah	8	70·0	9	78·5
St. Anthony's Girls'	6	90·5	5	85·7
St. Gregory's, Dacca	5	47·5	9	50·0
St. Helen's, Kurseong	...	...	2	86·7
St. James's High	17	58·5	18	60·0
St. Joseph's, Bow Bazar (Pay Department) ...	47	87 5	61	83·9
Ditto, ditto (Free ditto) ...	33	86·6	35	82·0
Ditto, Bankipur (Boarding) ...	22	69·5	21	79 6
Ditto, ditto (Orphanage) ...	6	57·1	10	62·9
St Joseph's Convent, Cuttack	13	16·5	6	31·0
St. Michael's Coorjee	38	72·8	40	63·0
St. Paul's Mission, Calcutta	11	68·4	13	89 0
St. Paul's, Darjeeling	48	64·5	46	79·4
St. Placid's, Chittagong	2	16·7	2	16 7
St. Scholastica's Convent, Chittagong ...	2	91·7	5	60 0
St. Teresa's, Kidderpore	14	67·6	7	81·0
St. Thomas's, Howrah	24	84·7	24	82·7
Welland Memorial	14	60 9	14	67·0
Wesleyan Preparatory	3	85·0	5	76·3
Miss O'Brien's Day	13	77·4	12	83·1
Misses Stark's	2	50 0	6	54·3

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Primary Departments.

Name of School.	1889-90.		1890-91.	
	Number of scholars eligible for instruction grant.	Percentage of instruction grant earned.	Number of scholars eligible for instruction grant.	Percentage of instruction grant earned.
Calcutta Boys'	22	60·9	30	79·3
Calcutta Girls'	61	78·0	57	78·7
Calcutta Free (Boys' Department) ...	110	73·3	96	66·2
Ditto (Girls' ditto) ...	70	96·7	65	92·5
Catholic Male Orphanage	96	89·3	89	72·8
Darjeeling Girls'	20	77·2	18	63·9
Doveton Institution for Young Ladies ...	23	64·3	19	64·6
East Indian Railway, Asansol	13	89 4	13	90·4
Ditto, Buxar	10	89·3	9	95·2
Ditto, Jamalpur, Boys' ...	8	77 5	7	32·8
Ditto, ditto, Girls' ...	17	77·6	17	67·5
Ditto, Khagole	13	74·6	12	93·0
Ditto, Madhapur	4	61·1	3	92·3
Ditto, Nawadih	6	81 5	9	71·1
Ditto, Raniganj	7	72 4	4	69·6
European Day, Dinapur	9	81·6	9	88·4
Ditto, Saidpur	9	50·0	6	39·3
Government Boarding, Kurseong	35	100·0	51	94·0
Loretto Boarding and Day, Entally ...	30	80·6	31	75·6
Loretto Convent, Asansol	18	72 2	26	87 2
Loretto Day, Bow Bazar (Pay Department)	27	88·5	30	90·7
Ditto, ditto (Free ditto)	70	72 6	70	72·7
Ditto, Dhurrumtollah (Pay ditto)	60	68·3	51	65·2
Ditto, ditto (Free ditto)	25	64 6	28	83·0
Loretto House	...	...	59	93·5
Loretto Orphanage, Entally	100	66·8	116	65·2
Loretto Priory, Hazaribagh	25	65·9	18	65 0
Pratt Memorial	44	82·0	55	84·2
Protestant European, Cuttack	32	64·8	24	70·0
St. Agnes's, Howrah	23	68·9	15	88·3
St. Anne's Orphanage, Entally	30	70 0	20	76·3
St. Anthony's Girls'	17	92·6	20	68·3
St. Chrysostom's	8	85·3	7	77·4
St. Elizabeth's, Howrah	11	65·5	9	56·0
St. Gregory's, Dacca	21	68·3	21	49 0
St. Helen's, Kurseong	...	...	13	94·0
St. James's High	23	95·8	16	76·0
Ditto Parochial	11	83 6	21	98·2
St. John's Girls'	12	74·2	15	76·0
Ditto Parochial	25	99 2	25	97·4
St. Joseph's, Bow Bazar (Pay Department) ...	80	99·2	79	84·1
Ditto, ditto (Free ditto) ...	85	78·7	85	84·4
Ditto, Bankipur (Boarding) ...	32	75·4	47	51·0
Ditto, ditto (Orphanage) ...	28	70·5	22	70·1
St. Joseph's Convent, Cuttack	19	48 5	23	65·7
St. Mary's, Hastings	12	92·7	2	100·0
St. Michael's, Coorjee	68	95·2	81	80·7
St. Paul's, Darjeeling	31	83·2	46	90·4
St. Paul's Mission, Calcutta	38	87·9	28	87·2
St. Placid's, Chittagong	25	70 3	25	70·3
St. Scholastica's Convent, Chittagong ...	18	91·2	21	64 3
St. Stephen's, Hastings	8	36·4	18	70·2
St. Teresa's, Kidderpur	26	77·1	18	76·7
St. Thomas's, Howrah	40	84·8	39	77·7
Welland Memorial	58	90·3	66	81·3
Wesleyan Preparatory	10	86·8	11	87·5
Miss O'Brien's Day	39	82·6	49	84·7
Misses Stark's	15	86·1	14	93·3

171. *Bruce Institution.*—The funds of this useful institution amounted to Rs. 6,67,500 at the close of the year under report, and its benefits were shared by 109 girls, distributed as follows:—Loretto Convent School 54, Calcutta Free School 25, St. Paul's Mission School 2, Pratt Memorial School 13, Calcutta Girls' School 8, Doveton Institution for Young Ladies 2, Protestant European Orphanage for Girls, Cuttack, 3, St. Joseph's Convent School, Cuttack, 2. The average monthly cost of the education and maintenance of each girl on the foundation amounted to Rs. 15-4-7, or 2 annas less than in the preceding year.

172. *Pupil-teachers.*—The following table shows the number of pupil-teachers in the various schools on the 31st March 1890 and 1891.

School.	Number of Pupil-teachers on the 31st March 1890.				Number of Pupil-teachers on the 31st March 1891.			
	Preparing for their—			Total.	Preparing for their—			Total.
	First year's examination.	Second year's examination.	Third year's examination.		First year's examination.	Second year's examination.	Third year's examination.	
Calcutta Free (Boys' Department)	3	1	...	4	3	1	...	
Ditto (Girls' ditto)	3	1	1	5	2	2	1	5
Catholic Male Orphanage	..	...	...	...	2	...	...	2
Doveton Institution	...	...	...	...	1	...	...	1
East Indian Railway, Ranigunge	...	...	1	1	...	...	...	...
Loretto, Bow Bazar	...	2	...	2	1	...	1	2
St. Paul's Mission	...	...	...	...	...	...	1	1
Total ...	6	4	2	12	9	3	3	15

At the last examination only one of the two third-year pupil-teachers passed. Of the second-year pupil-teachers one failed, and another has resigned since the examination. Three out of the six first-year pupil-teachers failed.

Assistant Teachers.—The number of persons recognised during the year was 25, bringing up the total to 117. Temporary recognition was given in the case of four others.

Certificated Teachers.—The following table shows the number of certificates in existence, together with the changes made during the year :—

Class of Certificate.		Number of certificates in existence on the 1st April 1890.	Number of certificates issued during the year.	Changes resulting from the conversion of provisional into permanent certificates.	Number of certificates in existence on the 31st March 1891.
First grade ...	Permanent ...	13	...	...	13
	Provisional ...	3	...	...	3
Second grade ...	Permanent ...	20	...	+ 2	22
	Provisional ...	15	3	— 2	16
Third grade ...	Permanent ...	28	1	+ 11	40
	Provisional ...	70	15	— 11	74

173. *Organisation.*—The transfer rules have again proved very beneficial in preventing the capricious removal of children from school to school, and, to a still greater extent, in preventing the transfer of children in order to evade the payment of fees due to the school.

The fine for errors in registration has had the effect of reducing the number of these errors to 55. In the preceding year they amounted to 113, while in 1888-89, before the fine was introduced, there were no fewer than 282.

One of the most important changes yet introduced into the Code came into operation for the first time during the year. Three schools—St. John's Parochial School, the Free School, and the Catholic Male Orphanage—were, on their own application, placed on the list of selected schools to which fixed grants are made, in place of grants based upon the results of the annual examinations. It is too early to report with certainty on the result of this departure, but the Inspector believes that it will prove beneficial to the children in the schools, while it has unquestionably made the work of the teachers less trying.

174. *Duties of Inspecting Officers.*—The fact that, in all but the few schools which receive fixed grants, every scholar has to be examined in every subject, either orally or in writing, and the results of his examination recorded, makes the inspection of European schools under the Code a very complicated matter. The employment of two inspecting officers for the supervision of a comparatively small number of schools may be justified on the following considerations. In 1890-91 it took the Inspector and the Assistant Inspector 94 days to examine the schools in Calcutta, and 86 days (including those spent in travelling) to examine the mofussil schools. The work immediately connected therewith, namely, setting question-papers, examining answers, entering results, checking and signing the scholars' registers (separate books for each pupil in

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which his school history is recorded), calculating grants, and writing the report of each school, occupied the two officers jointly about 110 days. In the routine and other work of the office in Calcutta, including official correspondence, passing bills, interviewing and advising school managers and teachers, writing the annual report, and superintending the scholarship examinations, an average rate of five days a month, or 60 days in the year, may at a low computation be taken. Thus 350 days in the year are accounted for; or if a reduction of 20 days be made for time spent in travelling, on the assumption that the work is done by a single officer, 330 days. This period by itself largely exceeds the number of working days in the year, and it leaves no time for what must be regarded as perhaps the most important part of the Inspector's duty, namely, the visits paid to schools without notice, in order to see them in their every-day state, and not in the fever-heat of preparation for the annual examination on which the grants depend. The Inspector or his Assistant visited in this way during the year every school in the Province except two, and those were only left unvisited for want of time.

IX.—MUHAMMADAN EDUCATION.

MUHAMMADAN EDUCATION.

175. The following table shows the number and percentage of Muhammadan pupils in different classes of institutions:—

	Total number of pupils.	Number of Muhammadan pupils.	Percentage of Muhammadan pupils.
Public Institutions—			
Arts colleges	5,232	293	5·6
High English schools	78,727	8,265	10·5
Middle " "	61,000	8,884	14·5
" vernacular schools	67,741	10,329	15·2
Upper primary schools	138,199	26,688	19·3
Lower " "	977,463	271,222	27·7
Professional colleges	1,493	52	3·5
Technical schools	2,722	417	15·3
Training "	1,983	220	11·1
Madrassas	2,326	2,279	97·9
Total ...	1,336,886	328,649	24·5
Private Institutions—			
Advanced	32,090	12,683	39·5
Elementary	34,027	10,678	31·3
Teaching the Koran only	62,217	62,182	99·9
Other schools not conforming to departmental standards	3,723	1,236	33·2
Total ...	132,057	86,779	65·7
GRAND TOTAL ...	1,468,943	415,428	28·2

The total number of Muhammadan pupils decreased from 433,653 to 415,428, or by 18,225, and the percentage from 29·06 to 28·2. In public institutions the Muhammadan pupils fell off by 6,481 and in private institutions by 11,744. The number of Muhammadan pupils increased in every class of public institutions except middle vernacular, lower primary, and training schools. A large decrease of 7,680 pupils took place in lower primary schools, the number of pupils of all denominations attending those schools having declined by 18,654. The causes of the decrease in the number of lower primary schools and of the pupils attending them have been adverted to in a previous section of this report.

176. The recorded number of Muhammadan pupils decreased enormously in those classes of private institutions which are specially maintained for and by Muhammadans, namely, advanced Arabic or Persian schools, and Koran schools. The loss under the former head amounts to 758 schools and 8,829 pupils; under the latter, to 195 schools and 4,775 pupils. All this is accounted for, as already intimated in the General Summary, by the wholesale reductions in the Dacca district, in which alone there was a loss of 743 advanced Arabic or Persian schools, with 9,247 pupils, and of 302 Koran schools, with 6,321 pupils, or together of 1,045 Muhammadan schools and 15,568 Muhammadan

pupils. Some of this extraordinary loss is clearly due to the general causes which, in the same and other districts, have brought about a reduction in the recorded number of unaided primary schools, already explained. But in Dacca there was a special cause at work, namely, the fraudulent returns made in the previous year by subordinate inspecting officers of two municipalities, Dacca and Naraingunge, in which there was a total reduction of 765 schools. The circumstances of this decrease may be explained in the District Magistrate's own words:—

"Taking the public and private schools" of these municipalities "together, the operations of the year have resulted in a decrease of 765 schools and 13,597 pupils. The disappearance of such a large number of schools may be explained by the fact that in the preceding year the late Inspecting Pundit and the Munshi returned a very large number of maktabs, some of which were returned as lower primaries. Those giving only elementary education in Bengali failed to earn any kind of rewards, for which they were classed as unaided. The rest were returned partly as Koran schools, teaching only the Koran for religious purposes, and partly as maktabs, teaching, in addition to the Koran, Persian or Urdu, or both languages. During the year under report, the existence of such a large number of schools of the kind described above became doubtful: inquiry was accordingly made, and the Munshi was found guilty of not only returning false schools, but also of submitting false diaries. The Munshi was dismissed."

The suspicious character of the returns was brought to the notice of the Deputy Inspector, at the time they were put in, by the Sub-Inspector in whose area the municipalities were included. The annual tables are compiled under very great pressure as to dates, but the character of these returns was apparently such that they should have been rejected at once. Still less am I able to acquit the Deputy Inspector of negligence in not immediately instituting a searching inquiry, in which case the departmental tables submitted with my Annual Report could have been corrected in time. The inquiry, however, was not instituted until October. The Deputy Inspector, who is under extension of service after passing the age of 55, was transferred to a lighter district before these facts came to my knowledge.

I should also add my belief that the returns of Muhammadan schools for the past year are now under-stated, owing to the causes which, as before explained, have interfered with the collection of returns. The number of advanced Arabic and Persian schools in the Dacca district has fallen from 749 to 6, and I cannot believe that, in a great Muhammadan centre such as that district is, there are no more than six schools of the class.

177. The annual income of the educational portion of the Mohsin Fund is about Rs. 63,100. The following table shows the estimated expenditure of this fund, together with the actual expenditure under each head for the year under report:—

Head of Charge.	Estimated expenditure.	Actual expenditure.
	Rs.	Rs.
Maintenance of madrassas ...	33,398 (a)	30,028
Salaries of maulvis in high schools ...	4,410	6,675
Scholarships	10,080	9,769
Short-fee payments	15,726	17,666
Miscellaneous	262 (b)	...
Total ...	63,876	64,138

(a) Inclusive of a grant of Rs. 480 for the Joraghat Madrassa and of a prize-grant of Rs. 20 for the Sitapur Madrassa, but exclusive of a grant of Rs. 800 to the Sylhet Madrassa.

(b) Inclusive of a grant of Rs. 192 for boarders in the Mahomedan hostel at Midnapore.

The actual expenditure exceeds that of the previous year by Rs. 3,071, and the estimates by Rs. 262. The expenditure incurred in the maintenance of madrassas shows a slight decrease, but there is an increase under other heads, the largest increase having taken place under that of short-fee payments.

The opening balance of the Fund for the year amounted to Rs. 50,978. Expenditure was incurred on buildings to the amount of Rs. 11,236, and the closing balance fell to Rs. 42,312.

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178. The following statement shows the success gained by Muhammadan students at the various University and departmental examinations during the year under report:—

Name of Examination.	Number of Successful Candidates.		Percentage of Muhammadans.	
	Muhammadans.	Total.	Among successful candidates.	Under instruction.
M.A.	2	58	3·4	5·6
B.A.	12	230	5·2	
First Arts	16	476	3·36	
Entrance	110	1,848	5·9	10·4
Middle Scholarship Examination from Middle English schools	225	2,043	11·01	14·5
Middle Scholarship Examination from Middle Vernacular schools	238	2,318	10·2	15·2
Upper primary	498	4,129	12·06	19·3
Lower "	2,384*	16,184*	14·7	27·7

* Exclusive of those passing from other than lower primary schools.

The number of Muhammadan candidates that passed the M.A., B.A., F.A., and Entrance examinations during the preceding year was 3, 21, 57 and 125 respectively—a good deal better than the results shown above. Indeed, the number of successful Muhammadan candidates at all the examinations except the middle English scholarship examination shows, unfortunately, some falling off. Fluctuations of this kind are, I suppose, inevitable at the outset of what is practically a new movement of the community towards high education, but it would be more satisfactory if continuous progress were made. The percentage of Muhammadan students receiving collegiate instruction increased, however, from 3·6 to 5·6. As noticed in the previous report, special facilities for University education are offered to Muhammadan students in the shape of scholarships. So liberal is the provision now made, whether from public or from private sources, that every Muhammadan candidate who passed the First Arts examination of 1891 gained a scholarship, while some remained unawarded. To the Calcutta Madrassa a large number of scholarships and prizes are attached, chiefly by private liberality and from the Mohsin Fund; and every candidate who passed the Entrance examination from that institution gained either a scholarship or a prize.

179. The following table shows the general results of the central examination of madrassas for the last two years:—

Madrassas.	1890.					1891.				
	Number of candidates.	First division.	Second division.	Third division.	Total.	Number of candidates.	First division.	Second division.	Third division.	Total.
Calcutta ...	83	42	25	13	80	82	53	20	6	79
Dacca ...	54	17	12	11	40	51	12	10	17	39
Chittagong	67	20	16	22	58	54	23	11	11	45
Hooghly ...	18	5	4	9	18	25	3	7	13	23
Comillah ...	9	1	1	3	5	8	4	2	1	7
Chittagong (Islamia)	...	...	...	...	...	17	...	1	2	3
Sasseram ...	...	...	...	...	...	11	...	...	...	...
Total ...	231	85	58	58	201	248	95	51	50	196

There is but little difference in the results of the last two years, except that the Chittagong Mohsin Madrassa passed fewer candidates, though their general quality was higher. The advance of the Hooghly Madrassa is satisfactory. Not so is the entire failure of the candidates from Sasseram, following a year in which no candidates were sent up. The organisation of this Madrassa needs thorough overhauling by those in authority. If it professes to teach the Calcutta Madrassa course, the course should be taught; if not, it is useless to go through the form of sending candidates to the examination. The Chittagong Islamia Madrassa, which now teaches up to the highest standard in Arabic and other subjects prescribed for Madrassas, sent up candidates to the examination for the first time.

180. The following table gives the results of the examination held during the year under report in fuller detail :—

Classes.	Madrassas.	Number passed in the— First division.	Second division.	Third division.	Total number passed.
Fourth-year class ...	Calcutta	15	6	1	22
	Dacca	2	4	3	9
	Chittagong	4	4	1	9
	Hooghly	1	2	3	6
	Comillah	...	...	...	...
	Chittagong (Islamia) ...	...	...	1	1
	Sasseram	...	...	...	...
Third-year class ...	Calcutta	10	3	2	15
	Dacca	4	1	3	8
	Chittagong	5	2	4	11
	Hooghly	1	...	4	5
	Comillah	...	...	...	...
	Chittagong (Islamia) ...	...	...	...	...
	Sasseram	...	...	...	...
Second-year class...	Calcutta	14	6	1	21
	Dacca	3	4	5	12
	Chittagong	9	3	2	14
	Hooghly	...	3	3	6
	Comillah	4	...	1	5
	Chittagong (Islamia) ...	...	1	1	2
	Sasseram	...	...	...	...
First-year class ...	Calcutta	14	5	2	21
	Dacca	3	1	6	10
	Chittagong	5	2	4	11
	Hooghly	1	2	3	6
	Comillah	...	2	...	2
	Chittagong (Islamia) ...	...	...	...	...
	Sasseram	...	...	...	...
	Total ...	95	51	50	196

181. *Government Madrassas.*—The following table compares the attendance and expenditure of all madrassas under Government management during the last two years. The Calcutta Madrassa, the Nawab of Moorshedabad's Madrassa, and the Cox's Bazar Madrassa, are maintained from Provincial revenues, and the rest from the Mohsin Fund :—

Madrassas.	Number of pupils. 1890.	1891.	Receipts from Government. 1890. Rs.	1891. Rs.	Total expenditure. 1890. Rs.	1891. Rs.
Calcutta (Arabic Department) ...	373	399	12,062	11,698	13,959	13,693
Dacca	444	432	...	...	14,732	15,071
Chittagong	411	456	...	...	10,874	10,001
Hooghly	65	69	...	...	2,472	2,417
Rajshahye	68	63	...	...	3,370	3,506
Cox's Bazar Madrassa, Chittagong	32	34	480	418	586	550
Moorshedabad Nawab's Madrassa	63	63	15,767	15,482	15,767	15,482
Total ...	1,456	1,516	28,309	27,598	61,760	60,720

182. *Calcutta Madrassa.*—In the Arabic Department 57 students joined the voluntary English classes, against 79 in the year before. The number of resident students was 81 against 72. The gymnasium had an attendance of 41 pupils against 46. The night school, opened in November 1888, was attended by 30 pupils only, the attendance in it being voluntary. It has not turned out to be popular, though those who resorted to it did well in the examinations. The total expenditure upon it was Rs. 229, the Government grant being Rs. 150. The savings in this grant are now to be devoted to the promotion of cricket, foot-ball, and other athletic sports. The new boarding-house for the wealthier students of the Madrassa had 19 boarders against 16. It cost Rs. 7,029, the Government grant being Rs. 1,800.

183. *Dacca Madrassa.*—There is no provision for physical exercises, except a cricket-club, chiefly supported by the Hon'ble Nawab Ahsanullah Khan Bahadur, C.I.E. The number of boarders was 33 against 36. The Oriental Department contained 218 students, the Anglo-Persian Department 214. From the latter nine candidates appeared at the Entrance examination, of whom four passed.

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Chittagong Madrassa.—The Chittagong Madrassa had only 35 pupils on the rolls of the Anglo-Persian Department, which is not very successful. In the Oriental Department, however, 215 pupils took up English as an additional and voluntary subject, so that altogether 250 pupils of the Madrassa read English, in addition to eight pupils from the Mir Ahya Madrassa, which is, properly speaking, a branch of the Chittagong Madrassa. There were 29 boarders in the attached hostel.

184. *Hooghly Madrassa.*—The number of pupils was 69 against 65. This is a much less important and costly institution than the preceding, though the instruction is of a high standard. There is a good hostel attached.

185. *Rajshahye Madrassa.*—The falling off in the roll-number from 68 to 63 is attributed to insufficient accommodation in the Madrassa hostel—a want which will soon be removed by the erection of a new building, intended to be used partly as an additional hostel for the students, and partly for the accommodation of the classes, at a cost of Rs. 9,143. The number of inmates in the hostel was 30, against the same number in the preceding year. Additional land has been acquired for the extension of the college and madrassa compound, a portion of which forms the site of the new madrassa building now in course of construction.

186. *Nawab of Moorshedabad's Madrassa.*—This is not a Madrassa in the ordinary sense of the word, namely, a place in which Oriental studies are exclusively or chiefly pursued. English is taught throughout the school, which is maintained for the relatives and dependents of the Nawab Bahadur's family. One boy went up to the last Entrance examination, but was unsuccessful. The number of boarders was 17 against 15. Cricket, lawn-tennis, and badminton were regularly played, and the gymnastic classes were well attended.

187. Besides the Government Madrassas, the following institutions may be noticed as being chiefly or exclusively intended for Mahomedans.

In the Burdwan Division, the Sitapur Madrassa, the Joraghat, Dukhindi, Shampore, and Margram middle English schools and the Midnapore Madrassa, continued to work as before. In the district of Beerbhoom a special lower primary scholarship has been created for the encouragement of Mahomedans.

The number on the rolls of the Rungpore Madrassa increased from 66 to 82. Besides Arabic and Persian, the pupils have the option of learning arithmetic, Bengali, and English, and are thus qualified for the ordinary occupations of civil life. There seems to be no great desire to teach Urdu. A grant of Rs. 30 a month has recently been sanctioned for this institution from the Mohsin Fund.

In the Dacca Division the Madaripur Madrassa has an Anglo-Urdu department teaching up to the middle English standard, as well as an Arabic department. A grant-in aid of Rs. 25 a month has been lately sanctioned. The Jamalpur Madrassa has a vernacular department teaching to the upper primary standard.

In the Chittagong Division the roll-number of the Mir Ahya Madrassa is reported to be gradually falling off owing to the establishment of maktabs in the neighbourhood. The number on the rolls of the Madrassa Islamia fell from 150 to 130. The Sultanpur Victoria Madrassa has a Bengali department teaching to the upper primary standard. The Hussainia Madrassa at Comillah had 111 pupils against 95. It has recently received a grant of Rs. 30 a month from the Mohsin Fund.

In Behar, the Sasseram Khanakha Madrassa had 70 pupils, as in the year before. I have already referred to the unsatisfactory condition of this old foundation. The Gya Madrassa Islamia receives an annual grant of Rs. 100 from the Mohsin Fund, and a similar amount from the local municipality. The Patna Madrassa Ahmadiya is aided by the Patna Municipality.

The Bhagulpore Madrassa is only of one year's standing, but it had 506 pupils on its rolls. The expenditure amounted to Rs. 5,938, raised from fees, subscriptions, and endowments. The Purneah Madrassa had 46 pupils on its rolls. The expenditure, amounting to Rs. 1,706, was entirely met from local subscriptions. The Dulalpur Madrassa in the Sonthal Pergunnahs was attended by 56 pupils. It is a purely theological school, and is said to be practically a "madrassa of the Wahabees."

188. The policy recommended by the Education Commission and adopted by Government, in regard to the special requirements of Muhammadan education,

has been either to provide special schools for them, or to supply in ordinary schools the special instruction that they require. This policy has led, on the one hand, to the establishment of madrassas, and on the other to the appointment of Urdu and Persian teachers in zillah schools, to the recognition of Urdu as an alternative language with Bengali for the middle scholarship examination, and to the declaration that the appointment of an Urdu teacher in an aided middle school would entitle the managers to apply for an increased grant. But something more seems still to be required. Some zillah schools have no Urdu or Persian teacher, in others he is paid for from the Mohsin Fund. Muhammadan pupils in Government schools must be regarded as having a strong claim to instruction in the language which has been officially declared to be a necessary part of their education, and the systematic encouragement of which has been urged in repeated orders of Government. It may therefore be reasonably urged that in middle and high schools under public management, whether Departmental, Board, or Municipal, the appointment of a maulvi should be regarded as of equal importance with that of a pundit, wherever the number of Muhammadan pupils is large enough to justify the step. This would set free a considerable sum of money from the Mohsin Fund for the part payment of fees in English schools, for which there is a very large demand, and it would remove what is regarded as a grievance. It is also alleged that, although several applications have been made to District Boards in the Eastern Circle for increased grants-in-aid in consideration of the appointment of an Urdu teacher in middle schools, in only one case has the application been granted.

In Behar there is a special difficulty arising from the small proportion of Muhammadans in the population, and the general inability of the schools to incur the expense of a maulvi for the benefit of a few Muhammadan pupils. Consequently these pupils are not only deprived of the opportunity of learning Urdu or Persian, but they have to read Hindi and Sanskrit books for their examinations, and this is often deeply resented on religious grounds.

189. The Education Commission further recommended, and the Government approved of the recommendation, that a system of free studentships should be established for the benefit of Muhammadan pupils in all schools under public management. District Boards and Municipalities have been recently invited to consider that question. It was also proposed that a certain proportion of public scholarships should be reserved for Muhammadan candidates. Both the Assistant Inspectors of Muhammadan Education insist on the point, and Dr. Martin definitely proposes that one-fifth of the scholarships of each district in the Bhagulpore Division should be reserved for Muhammadans. This may possibly not be in accordance with accepted views on the subject; but as a step to a more equal distribution of scholarships, and in view of the fact that Muhammadan boys begin their secular studies at a later age than Hindu boys, I have lately consulted local officers on the question of raising the limit of age for scholarships of every class by two years, in the case of Muhammadan candidates.

190. In order to promote primary education amongst Muhammadans, in a form that will command their active support and sympathy, it is proposed to offer definite recognition, as well as encouragement in the shape of stipends, to *maktabs* teaching Urdu and Persian, on condition that a certain standard of useful vernacular instruction is introduced. Under the proposed system of aid *maktabs* may be divided into the following classes, purely Koran schools being excluded:—

(1) *Maktabs* teaching, in addition to the Koran, the ritual of Islam through the Urdu language;

(2) *Maktabs* that teach Urdu or Persian or both (with or without the Koran and ritual), and also a certain elementary standard in Bengali and arithmetic;

(3) *Maktabs* teaching the full departmental standards, lower or upper primary, in the vernacular, and Urdu or Persian as an additional language.

It has hitherto been commonly assumed that, as Muhammadans generally speak the vernacular of the district, the ordinary primary schools of the country would suffice for Muhammadans equally with Hindus; and also that, where there was a need for special schools, they could be provided by inducing the *miahji* to

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teach a little Bengali and arithmetic, and thus to become qualified for rewards under the primary system. It is found, however, that there are large sections of the people, even in the lower classes of society, that prefer Urdu to Bengali as the language of primary instruction, chiefly on the ground that their religious books are written in Urdu. It is also believed that the *miahjis* as a class are either unable or unwilling to adopt the departmental standards, to the exclusion of Urdu and Persian. The foregoing proposals have been designed to meet these difficulties. If it is found possible to carry them out, it may be confidently expected that a more highly qualified class of *miahjis* will find their way to the *maktabs*. As pointed out by Maulvi Abdul Karim, B.A., Assistant Inspector of the Dacca and Chittagong Divisions, the madrassas will then take their proper places as the seminaries in which *miahjis* will be trained; and it will be found a much more easy task to introduce into the curriculum of these latter institutions such vernacular subjects as arithmetic, history and geography, the utility of which, even for madrassa students of Arabic, is admitted, but to which the conservatism of pupils and teachers alike is now strenuously opposed. If the introduction of these subjects carried with it the prospect of paid employment in an honoured position, the proposal would have much greater chance of acceptance. Already there are indications that the authorities of private madrassas are awaking to the necessity of introducing into the traditional course some modern elements. The successful introduction of English as an optional subject in some of the Mohsin madrassas points in the same direction.

The two Muhammadan Assistant Inspectors are agreed in urging the exclusion of Koran schools from the returns. These have been introduced into the returns under the orders of the Government of India; but it is alleged that they have no rightful place there, since they serve no purpose of secular education whatever. They teach only the chanting of the Koran, in some cases without even any acquaintance with the alphabet. Dr. Martin, Inspector of Schools in Behar, considers that their retention in the returns would justify the inclusion, under the section on European Education, of the Sunday schools kept up for the benefit of Christian children.

191. Maulvi Abdul Karim also represented the great difficulty to which Muhammadans residing in the interior of a district are put in finding lodgings at the head-quarters station, when they wish to read in the collegiate or zillah school. Owing to the much larger number of Hindu officials and professional men at head-quarters, Hindu students, it is stated, find much less difficulty. It is therefore proposed to establish a boarding-house at head-quarters for Muhammadans, in every case in which there is a sufficient demand for such accommodation. Inspectors of Schools and Principals of Colleges have been requested to report on the matter.

192. Munshi Syed Zohiruddin, Secretary to the District Board, Arrah, was appointed Honorary Joint Assistant Inspector of Muhammadan Education in Behar.

X.—EDUCATION OF ABORIGINAL AND BACKWARD RACES.

EDUCATION OF ABORIGINAL AND BACKWARD RACES.

193. The following statement shows the distribution of pupils of aboriginal races in each Division:—

Division.	Number of Pupils attending different Classes of Schools.								Creed of Pupils of Aboriginal and other backward Races.	
	High English.	Middle English.	Middle vernacular.	Upper primary.	Lower primary.	Girls'.	Special and private.	Total.	Christians.	Non-Christians.
Presidency	1	...	...	14	78	...	...	93	1	92
Calcutta	5	...	...	20	7	135	13	180	180	...
Burdwan	4	3	10	52	2,786	8	135	2,997	145	2,852
Rajshahye	15	12	2	20	222	4	50	325	165	160
Dacca	1	40	1	33	316	146	...	537	93	444
Chittagong	60	35	...	...	414	16	44	569	4	565
Patna	2	...	...	...	244	...	30	276	5	271
Bhagulpore	7	15	28	367	4,867	518	145	5,947	778	5,169
Chota Nagpore	106	500	146	1,300	14,000	903	121	17,166	2,704	14,462
Orissa	...	23	19	1	14	6	...	63	45	18
Orissa Tributary Mehals	5	...	8	60	1,301	2	228	1,604	...	1,604
Total ...	206	627	214	1,957	24,249	1,738	766	29,757	4,120	25,637*
									29,757	

* Excluding one student of the aboriginal class (non-Christian) reading in a college.

EDUCATION OF ABORIGINAL AND BACKWARD RACES.

There has been a net increase of 278 aboriginal pupils, the number of Christians showing an increase of 304, and that of non-Christians a decrease of 26 pupils. All classes of schools, except middle vernacular and lower primary, have returned a larger number of aboriginal pupils than in the preceding year.

194. The main reason why the figures under this head fluctuate so much from year to year seems to be the difficulty felt by the returning officers in classifying them properly. It has been observed that while a large portion of the genuine aboriginal races annually embrace Christianity, a great many adopt Hindu manners and customs, and are accordingly returned as Hindus. To this is to be attributed the apparent decrease noticed in the census returns in the aboriginal population of the country, though facts and figures abundantly show that they are multiplying fast. Again, there are backward races in Bengal Proper—Chandals, Domes, and Bagdis, for instance—who are in a low stage of civilisation, but are regularly returned as Hindus. There are great difficulties in the way of a separate classification of these backward races; but if this could be done, their educational progress could be traced as clearly as that of Mahomedans.

195. *Presidency Division.*—There are no resident aboriginal races here. The Banuas and Dhangars attached to indigo factories and to the municipal establishments of large towns hardly ever go to school. The year shows a loss of 113 pupils, probably because, as the Deputy Inspector of Nuddea considers, most of the pupils formerly shown under this head were low-caste Hindus. There is no very clear line of demarcation between the latter and genuine aborigines.

Calcutta.—The increase of 50 pupils does not require any special notice. Some pathsalas under missionary management, and one at Cooly Bazar, are kept almost exclusively for the education of Mehtars and coolies, who may be regarded as the aboriginal section of the Calcutta community.

196. *Burdwan Division.*—The aborigines in the Burdwan Division are chiefly, if not wholly, Sonthals. They live in the hilly and wooded tracts of Midnapore, Bankoora, and Beerbhoom. In Burdwan they are found in the Raniganj and Barakar coal districts, where they work in the coal and iron mines. There has been some loss of pupils in all these districts. In Midnapore, where the loss is greatest, it arose from a reduction in the number of the pathsalas attached to the Bhimpur training school, which is under the American Baptist Mission. The Commissioner of the Division is making inquiries into the causes of this reduction. The Sonthal pathsalas in Beerbhoom are allowed a monthly stipend of Rs. 6 each, besides enjoying the privilege of earning rewards by the A and B standards. The Inspector considers the rate of stipend too high now that the latter privilege has been conceded. A special lower primary scholarship has been created for Sonthal pupils. Out of eight stipends of Rs. 8 a month each, sanctioned by the Burdwan District Board for schools for the education of miners' children in the Raniganj and Barakar coal tracts, two still remain vacant for want of suitable places in which pathsalas can with advantage be opened. An additional grant of Rs. 800 a year was placed at the disposal of the Burdwan Board for the special purpose of giving education to the children of miners; but the Inspector thinks that the work has not made satisfactory progress. In Bankoora, though the Deputy Inspector states that the District Board take little interest in Sonthal education, it is to be observed that two Sonthal pupils passed the middle vernacular, two the upper primary, and three the lower primary scholarship examination during the year. In Midnapore the corresponding numbers of successful Sonthal candidates were 2, 2, and 13.

Rajshahye Division.—The number of aboriginal pupils has increased from 304 to 325. There were none in the districts of Rajshahye and Pubna. A few of the pupils in other districts are returned as Paharias and Mechs. The Bhutia School at Darjeeling is now to be amalgamated with the Darjeeling Zilla School in one building and under one head-master, but will be maintained as a separate department.

197. *Dacca Division.*—The number of aboriginal boys has advanced from 419 to 537. Dacca lost 38 pupils owing to the abolition of the lower primary pathsala at Manipur, a small colony of Manipuris to the north of the town of Dacca. On the other hand, a pathsala was started during the year within the

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municipal limits of Furreedpore for Banua children. But the largest number of pupils (464) of this class is returned from Mymensing, through the efforts made by the District Board to open new schools for the education of the children of aborigines.

Chittagong Division.—The pupils have increased from 119 to 569. They were mostly Tipperahs, Barua and Arakanese Maghs, Hill Maghs, Chakmas, Kukis, and Riyongs. The schools in the Chittagong Hill Tracts (36 at the close of the year) were almost exclusively attended by backward races. The grant for primary schools in the hills was increased from Rs. 1,000 to Rs. 2,000, and subsequently to Rs. 2,500. A special Sub-Inspector has also been recently sanctioned for the Hill Tracts. The high school at Rangamati and the Bandarban middle English school deserve special mention. The Rangamati school was raised to the status of a high English school in February last. Roll number 90, of whom 71 were hill boys and the rest Bengalis. Of the former three were children of Hill Chiefs who paid fees, and the rest were free students. Attached to the school is a boarding-house for hill boys, maintained at Government cost. There were 32 boarders at the end of the year. In the Bandarban school there were 27 pupils. It is practically an upper primary school with an English class attached. The pupils are all Hill Maghs. The total cost was Rs. 1,017, of which Rs. 1,015 was paid by Government and Rs. 2 only were raised from fees. The attached hostel had 16 boarders.

198. *Patna Division.*—The number of pupils has increased from 118 to 276. Most of them were Tharus, of whom one passed the lower primary scholarship examination.

Bhagulpore Division.—The pupils have declined from 6,125 to 5,947. There has been some loss in the Sonthal Pergunnahs, under the special Damin-i-koh scheme. Only 142 schools for educating Sonthal children have been returned, against 155 in the previous year. The schools are, however, making good progress. At the middle vernacular examination 12 Sonthals passed, at the upper primary 24, and at the lower primary 89; besides 179 who passed by the A and 271 by the B standard. There are also 11 schools for Paharias, with 200 pupils, who read Sonthali, Hindi, or Bengali, as they choose. The Paharias form an important element, probably 20 per cent., in the aboriginal population; but the question of their education has not been as yet taken up in earnest. The Sonthal colony of Maldah is making progress. There were three stipendiary pathsalas, two under Sonthal gurus brought from their native district. Four more pathsalas were opened with the promise of stipends at the close of the year, and worked well; but as large reductions have been made in the allotment for stipends in the current year, these additional schools run the risk of being closed.

199. *Chota Nagpore.*—The number of pupils belonging to the aboriginal races has advanced from 16,724 to 17,166. This has resulted from an increase of 340 Christians, 396 Uraons, and 250 'other aboriginal tribes,' coupled with a decrease of 503 Sonthals and 41 Hos or Mundas. There was a decrease of 452 Sonthals in the district of Singbhoom alone, which is explained by the withdrawal of the Government grant from some weak and inefficient schools, and to the shutting up of some new schools which failed to establish themselves. An additional grant of Rs. 1,500 was sanctioned for Sonthal education in Manbhoom. No fees are paid; but the extension of railways is opening the eyes of the people, and everywhere there is a demand for more schools.

Two aboriginal candidates, one from the Ranchi and the other from the Chybassa zillah school, competed at the Entrance examination, of whom the boy from Ranchi passed. Two special junior scholarships, limited to aboriginal boys who pass the Entrance examination, have recently been sanctioned by Government.

The rules issued two years ago by the Inspector of Schools, Presidency Circle, for the improvement of primary schools attended by aboriginal pupils, were observed more or less in all the districts. Rewards in cattle, &c., were given away in Lohardugga, and preference was given to aboriginal candidates in filling up vacancies in schools.

200. *Schools for miners' children.*—There were 13 schools with 772 pupils for the children of the labourers employed in the coal mines at and about Karharbari in the Giridih subdivision. Of these, nine were schools for boys,

two for girls, and two night schools for adults. Nine pupils were sent up to the Lower Primary Scholarship examination, of whom four were successful. The total expenditure on these schools was Rs. 1,445, of which Rs. 828 were paid from the primary grant and Rs. 313 were raised by subscriptions. The subscriptions are mainly paid by the East Indian Railway Company and the Raniganj Coal Association, and partly by Dr. W. Saise, the Manager of the Karharbari Collieries, to whom are due the best thanks of the Department for the interest that he takes in these schools, and for the great success that has attended his efforts. In July last I went up to Giridih to inspect these schools, and was most favourably impressed with the cleanliness, order, and discipline that prevailed in them, and with the progress made in the education and well-being of hundreds of children who would otherwise have been left to their own devices, but who are now becoming civilised and intelligent beings.

The schools for miners' children in the Barrakar and Raniganj coal-tracts in Burdwan have already been noticed.

201. It is to the missionaries, above all, that the credit of educating and civilising the aboriginal races of Chota Nagpur is chiefly due. "If it were not for the labours of these religious bodies," writes the Assistant Inspector of Schools, "the condition of the poor people would not be anything like what it is. The central boarding schools at Ranchi and Chybassa are invaluable institutions, and serve the purpose of normal schools in which boys and girls receive a decent education through the medium of Hindi, which has now very nearly become their vernacular. A considerable portion of these educated aborigines work as teachers and ministers amongst their fellow-subjects, and instruct and Christianise them in their turn. The civilising influence of these central schools is thus gradually expanding, and is expected at no distant date to raise the whole body of the aboriginal population of the province to the level of the more advanced people around them." The subjoined statement compares the educational work of the several missions for the last two years :—

Designation of Mission.	Schools.		Pupils.						Expenditure.					
			1889-90.			1890-91.			1889-90.			1890-91.		
	1889-90.	1890-91.	Boys.	Girls.	Total.	Boys.	Girls.	Total.	Government.	Mission fund.	Total.	Government.	Mission fund.	Total.
									Rs.	Rs.	Rs.	Rs.	Rs.	Rs.
Berlin Evangelical ...	32	24	956	266	1,222	911	210	1,121	1,985	11,163	13,148	3,116	11,993	15,109
S. P. G. (Anglican) ...	42	42	897	246	1,143	1,010	245	1,255	2,335	7,697	10,032	2,585	7,060	9,645
Free Church (Scotch)...	45	48	735	197	932	849	149	998	3,091	4,850	7,941	3,078	4,041	7,119
St. Xavier's	10	6	234	51	285	181	125	306	349	7,542	7,890	290	414	704
Total ...	129	120	2,822	760	3,582	2,951	729	3,680	7,759	31,252	39,011	9,069	23,508	32,577

On the whole, the number of schools under the missions has fallen from 129 to 120, while the pupils attending them have advanced from 3,582 to 3,680. During the year, I sanctioned an additional grant of Rs. 1,500 for additional schools under the Ranchi German Mission.

202. *Orissa Division.*—The number of aboriginal pupils has decreased from 228 to 63, owing to the abolition of several lower primary schools in the Sonthal tracts of the Balasore district, for reasons which have not been explained. No special measures appear to have been adopted during the year by the District Boards for the encouragement of education among the aboriginal races.

Orissa Tributary Mehals.—The number of aboriginal pupils has advanced from 1,592 to 1,604. Special schools for the education of Sonthals, Bhuyans, and Konds have, for many years past, been in existence in Mourbhanj, Keonjhur, and the Kondmals respectively. Some of the Sonthal and Kond schools are tolerably efficient, and the local authorities take some interest in their progress. But the Keonjhur schools, writes the Superintendent of the Tributary Mehals, are as backward as ever; and from the way in which they are maintained by the Maharajah, it would seem that they are merely tolerated from considerations of policy, as a heritage of the system which was in vogue during his minority and to which these institutions owe their origin.

EDUCATION OF ABORIGINAL AND BACKWARD RACES.

203. The subjoined statement shows at a glance the number of aboriginal pupils who passed the various examinations during the year under report:—

DIVISION.	Entrance examination.	Middle Scholarship examination, from Middle English schools.	Middle Scholarship examination, from Middle Vernacular schools.	Upper Primary Scholarship examination.	Lower Primary Scholarship examination.	Total.
Presidency ...	...	...	...	1	...	1
Calcutta ...	...	...	...	...	...	...
Burdwan ...	...	...	4	4	18	26
Rajshahye ...	...	...	...	...	1	1
Dacca ...	...	...	...	...	3	3
Chittagong ...	...	...	...	1	4	5
Patna ...	...	...	...	...	1	1
Bhagulpore ...	...	...	12	26	106	144
Chota Nagpore	1	5	1	1	197	205
Orissa ...	...	...	...	...	...	...
Orissa Tributary Mehals.	...	...	1	1	6	8
Total ...	1	5	18	34	336	394

XI.—INDIGENOUS EDUCATION.

INDIGENOUS EDUCATION.

204. The following table gives the statistics of indigenous schools in each division:—

DIVISION.	ADVANCED.				ELEMENTARY.				Teaching the Koran.		OTHER SCHOOLS.				TOTAL.	
	Arabic or Persian.		Sanskrit.		For boys.		For girls.				For boys.		For girls.			
	Schools.	Pupils.	Schools.	Pupils.	Schools.	Pupils.	Schools.	Pupils.	Schools.	Pupils.	Schools.	Pupils.	Schools.	Pupils.	Schools.	Pupils.
Presidency	18	318	77	678	20	173	1	6	4*	64	...	...	...	...	120	1,230
Calcutta	...	...	7	40	...	...	...	...	57	1,824	...	...	...	...	64	1,870
Burdwan	30	321	188	1,399	124	830	1	4	24	282	1	31	...	...	368	2,867
Rajshahye	39	621	23	171	65	741	.	...	51	703	1	12	...	..	179	2,248
Dacca	136	2,557	340	3,017	782	4,263	30	139	3,005	29,543	11	160	10	228	4,314	39,907
Chittagong	117	3,016	99	1,130	429	5,027	29	233	1,942	28,200	27	488	...	...	2,643	38,094
Patna	302	3,904	679	8,126	1,446	10,216	2	28	148	1,254	178	1,788	2	42	2,817	25,358
Bhagulpore ...	357	3,386	170	1,574	834	5,097	...	...	45	233	88	641	5	204	1,499	11,135
Chota Nagpore ..	38	414	9	84	62	470	...	...	4	54	1	5	...	...	114	1,027
Orissa ...	49	696	58	502	990	5,860	...	...	4	52	6	81	...	...	1,107	7,281
Orissa Tributary Mehals	...	...	4	40	146	932	1	8	1	8	9	42	1	1	162	1,031
Total ...	1,146	15,233	1,654	16,857	4,898	33,609	64	418	5,285	62,217	322	3,248	18	475	13,387	132,057

* Two being girls' schools attended by 35 Muhammadan girls.

The total number of institutions has decreased from 13,867 to 13,387, and their pupils from 139,603 to 132,057. Sanskrit *tols*, elementary schools for boys, and "other schools," show some increase, while the remaining classes of indigenous schools have suffered seriously both in number and strength. The loss under advanced Arabic or Persian schools is startling, as they have decreased from 1,904 to 1,146. The causes of this reduction have already been explained under the head of "Muhammadan Education," and require no further reference here beyond repeating that, in the Dacca district alone, institutions of this class fell from 749 to 6, the latter number being obviously below the truth.

205. Many of the so-called advanced schools for teaching Arabic or Persian are, however, *maktabs* in which the *Koran* forms the principal subject of study, in addition to a little Persian. Some of these are maintained by Muhammadan gentlemen for the education of their own sons, the children of neighbours being also admitted; others are maintained independently by

maulvis, who make them a source of livelihood. There is often but little distinction between them and pure Koran schools. Those in which Arabic and Persian are taught to a high standard are better known as madrassas, the most important of which have already been specified in dealing with Muhammadan education. Others that may be named are the madrassa attached to the Burdwan Raj College, and those at Bohar and Kusumgram in the district of Burdwan, where the pupils are taught and fed free of charge. The Bohar madrassa is supported from the proceeds of an old endowment, yielding, it is said, an income of Rs. 19,000 annually. There is also an endowment in the Maldah district, known as the Bais Hazari endowment, founded more than 600 years ago for the purpose of religious and secular education. The Assistant Inspector of Muhammadan Schools is making inquiries with regard to this endowment, the educational portion of which, he understands, is not made full use of.

INDIGENOUS EDUCATION.

206. The *Koran* schools have declined from 5,480 with 66,992 pupils to 5,285 with 62,217 pupils. There was a general increase in their number except in the Dacca Division, where there was a loss of 267 schools of this class and of 5,658 pupils. The cause of this decline has been fully explained under "Muhammadan Education." I have alreadyquoted the opinion of Maulvi Abdul Karim, B.A., Assistant Inspector of Muhammadan Education, Dacca and Chittagong Divisions, "that these schools cannot be called educational institutions, as only the *Koran* chanting is taught there, in some cases without any acquaintance even with the alphabet; that they should not therefore be returned, nor their pupils counted as Muhammadan pupils under instruction." This opinion is fully supported by the Assistant Inspector of Muhammadan Education for the Behar Circle.

207. The Sanskrit tols have advanced from 1,505 with 16,047 pupils to 1,654 with 16,857 pupils. These represent a class of institutions of a generally higher educational status than the advanced Arabic or Persian schools. Grammar, literature and rhetoric are taught in the lowest, while the more ambitious impart instruction in the six systems of metaphysics and logic, and in the ancient scriptures and Hindu law. Mahamahopadhyaya Mahesh Chandra Nyayaratna, C.I.E., Principal of the Sanskrit College, Calcutta, was, during the year under report, deputed by Government to inspect the chief tols of the country, and he made inspection tours to all important seats of Sanskrit learning in the province, including Behar and Orissa. The results of his investigation have not yet come under the consideration of Government; but the immediate good resulting from his journeys appears from the divisional reports to have been a more systematic and thorough return of the tols, as indicated by their increased number.

208. The most important tols are:—the Mulajor Sanskrit College, which is maintained out of the interest of a lakh of rupees given by the late Babu Prasanna Kumar Tagore, C.I.E., of Calcutta; the tols of Navadwip, which receive Rs. 200 a month from Government, supplemented by private contributions for distribution to the pupils; the Victoria Jubilee tol, founded by Anna Kali Devi of Cossimbazar, to commemorate the Jubilee of Her Majesty; the Raj tol at Burdwan; the tols of Purbasthali and Tribeni; the Vishvanath Chatushpathi at Chinsurah, established by Babu Bhudeb Mookerji, C.I.E., in memory of his father; the Sanskrit school at Gurhutta in Patna; the Sanskrit school at Arangabad in Gya; the Sanskrit pathsala at Tikari; the Barnadharma Payagini pathsala at Arrah; the Dharma Samaj schools at Mozufferpore and Motihari; the Sanskrit school at Madhubani; the Balarampur Maharaja's Sanskrit school at Puri; and the Nayaghur and Angul tols in the Orissa Tributary Mehals.

209. There are besides many local agencies for the extension and encouragement of Sanskrit learning. The most important are the following:—

(1) The Bidagdha Janani Sabha of Navadwip in the Presidency Division. It is under a college of pundits who hold an annual examination for conferring titles and giving rewards to successful candidates.

(2) The Dharma Sabha of Rampur Boaliya, which holds a similar examination, and spent Rs. 240 during the year in the shape of rewards to tol pundits and pupils.

(3) The Sarasvat Samaj of Dacca, which receives a grant of Rs. 500 a year from Government. The total expenditure during the year was Rs. 2,555, and the balance at credit of the Samaj on 31st March last was Rs. 11,766.

INDIGENOUS EDUCATION.

The examination was held in May, at which 269 candidates competed and 97 were successful. Rewards and scholarships were distributed to the value of Rs. 1,241.

(4) The Behar Sanskrit Sanjivan, which passed 11 candidates at the Prathama and 21 at the Madhyama examination, out of 41 and 45, respectively, who presented themselves. Government gives a yearly grant of Rs. 500 towards the expenses of the *Samaj*, one of the main objects of which is, by the institution of intermediate examinations, to bring the tols of Behar gradually up to the standard of the Sanskrit title examination.

210. The Sanskrit title examination was held on the 4th of February 1891 at Calcutta, Cuttack, and Bankipur simultaneously. The number of candidates was 119, against 130 in the preceding year. Of these, 97 were Bengalis, 12 Uriyas, 8 Beharis, 1 Madrasi, and 1 Panjabi. As in previous years, the candidates were Brahmans for the most part, with 2 Vaishnavas, 1 Kayastha, and 5 Vaidyas. Out of 116 candidates that actually appeared, 57 were successful, against 46 in the year before, of whom 42 passed in Sanskrit literature, 1 in grammar, 2 in Hindu law, 1 in Puran or mythology, and 11 in Hindu philosophy. The total cost of the examination was Rs. 1,946, of which Government contributed Rs. 1,700, and the balance was raised from fees paid by the candidates. The Government rewards to pundits and pupils amounted to Rs. 1,450.

211. "Other schools" have advanced from 282 with 2,887 pupils to 340 with 3,723 pupils. The most important of them are the Kyoungs in Chittagong and the Hill Tracts.

Kyoungs.—These schools have declined from 31 to 23 in Chittagong, and have advanced from 2 to 4 in the Hill Tracts. The loss of schools in Chittagong is ascribed to neglect on the part of the late *Kyoung* examiner, Moung Thado Khain, who is said to have paid only 50 visits during the whole season of six months. The Kyoungs are schools attached to the Buddhist monasteries, in which the course of instruction is purely indigenous. The Bhutia school at Buxa, already described under "Special Instruction," appears to be a school of this class.

Besides the Kyoungs, there are two public institutions in the Chittagong Division in which *Maghi* is taught, namely, the grant-in-aid middle English school at Cox's Bazar, and the Burmese lower primary school of the same place. The former had 26 Magh pupils and the latter 96, against 41 and 51 respectively in the previous year.

XII.—PREPARATION AND DISTRIBUTION OF TEXT-BOOKS AND OTHER SCHOOL LITERATURE.

PREPARATION AND DISTRIBUTION OF TEXT-BOOKS AND OTHER SCHOOL LITERATURE.

212. In Bengal Proper the preparation of school-books having for the past four decades been left almost entirely to private enterprise, the chief duty of the Education Department has been to make its selection out of the very large number of publications offered for its acceptance. This duty has, since 1875, been entrusted to the Central Text-Book Committee, which consists of 16 members, all of whom are also Fellows of the Calcutta University. The Committee and the Government have recently sustained a severe loss in the death of Raja Rajendra Lal Mittra, C.I.E., who for many years has taken a very active part in the deliberations and work of the Committee. Babu Bhudeb Mookerjee, C.I.E., has been selected to succeed him in the office of President.

During the year under report 198 books on various subjects were received for examination by the Committee, and of these 53 were approved, 107 were rejected, and 38 were reserved for disposal after the close of the year. The 53 approved books are classified as follows:—English literature 2, English grammar 1, English composition 1, Bengali literature 20, Bengali grammar 1, Bengali composition 2, history 1, geography 1, mathematics 18, science, including sanitation, 6. These were included in the revised list of authorised text-books, published in the *Calcutta Gazette* of 15th July 1891. This revised list comprises 690 different works, of which English readers number 119, English grammars 31, English composition 7, Bengali readers 279, Bengali

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grammars 48, Bengali composition 2, history 29, geography 31, arithmetic 85, mensuration 20, geometry 5, science and sanitation 34. Managers of schools are at liberty to choose out of the list any books that they may prefer for use in the various classes of their schools, except where special text-books in particular subjects have been prescribed, either by the Department for the purposes of the middle scholarship examination, or by the Government for the study of hygiene. This list will be subject to periodical revision, not only with a view to the inclusion of new books in it, but for the purpose of eliminating books which from time to time become antiquated or otherwise unsuitable for schools.

BENGAL SECRETARIAT LIBRARY.

The above list of text-books is for use in middle schools, but I have felt of late, in an increasing degree, the need of similar lists for the middle classes of high schools (the text-books in the two highest classes being generally fixed by the University), and for primary schools. On my making an application to the Committee, they readily consented to undertake the additional duty of preparing these lists.

213. The Committee also undertook, at my request, to state which of the text-books already approved came under the category of moral text-books, as defined by the Government of India in its Resolution dated the 17th August 1889. It was found that 21 English and 54 Bengali readers fulfilled the requirement, while new publications of a definitely moral tendency are also claiming recognition. These books have been marked with an asterisk in the revised list, and the attention of school managers has been prominently directed to them. The Committee have gone carefully into the question of the best text-books in Sanitary Science for the different classes of primary and middle schools.

I take this opportunity of repeating my grateful acknowledgments to the Committee for the very satisfactory manner in which they have discharged their laborious and important duties.

214. Doubts having been expressed during the course of the year whether schools under private management were in any way bound to conform to the authorised list, the Government of India decided that the system in force in Bengal, under which aided schools are so bound under pain of losing their grants, was in conformity with existing orders. The question was raised with special reference to books of a sectarian character. Should a book written in an aggressive spirit, so as definitely to attack other religions, be admitted into the list? The reply must be in the negative; for the effect would be to shut the door, quite gratuitously and unnecessarily, of the school which used it, to pupils belonging to the particular religion attacked. The case is thus put by the Revd. K S. Macdonald, a member of the Text-Book Committee, writing as Secretary of the Calcutta Missionary Conference:—"Books containing attacks on religion, whether that religion be Christianity, Hinduism, or Mahomedanism, should not be encouraged. But books simply explaining the religion of the author, compiler, or publisher, and commending it to the serious consideration of the pupil, cannot, I submit, be excluded from aided schools, or consequently from the authorised list, so long as Government professes religious neutrality as a guiding principle in its dealings with schools and colleges." These may be regarded as the principles now accepted on the question. They are applicable alike to aided and to unaided schools, so long as the latter claim the privilege of competing for Government scholarships.

215. In accordance with the Resolution of Government dated the 7th January 1882, the publication of the authorised list of text-books has been followed by the issue, two years in advance of the examination, of a uniform standard for middle schools in all educational circles, in place of the separate courses hitherto prescribed by the Circle Inspectors. The first examination of middle schools under this standard will be held by the Inspectors in November or December 1891.

216. Besides the Central Text-Book Committee sitting at Calcutta, there are Branch Committees for Behar and Orissa. The Behar Committee has, since the close of the year, been strengthened by the appointment of new members residing at or near Bankipur, for the purpose of drawing up a list of text-books in Urdu and Hindi for use in middle schools in Behar. Great delay and difficulty have hitherto been caused by the fact that the members of the

PREPARATION AND DISTRIBUTION OF TEXT-BOOKS AND OTHER SCHOOL LITERATURE.

Committee have been scattered all over Behar, so that meetings could rarely be held.

The Orissa Committee was reorganised during the year under report. It consists at present of 16 members, of whom only four belong to the Education Department. The Committee met four times during the year. A Sub-Committee consisting of seven members was entrusted with the duty of preparing a provisional list of Uriya text-books. They examined nearly 200 books, and a list was drawn up, which, after undergoing revision by the General Committee, has been authorised by me for use in the schools of Orissa, and published in the *Gazette*.

217. The Calcutta School Book Society, which receives a grant of Rs. 200 a month from Government, still serves as the chief medium for the distribution of books in the country through its numerous agents. During the year under report the Society sold in Calcutta and by means of its agencies in the mofussil 175,751 books, valued at Rs. 76,770.

218. In March 1891 the School Book Society was amalgamated with the Society for the Diffusion of Useful Literature, with His Honour the Lieutenant-Governor as its first President. In the Useful Literature Branch, the attention of the Society has, for the present, been devoted to the supply of healthy books for general reading from England. Up to date about 15,000 cheap books of this character have been imported, and about one-half of them have been sold. The results of this experimental measure are encouraging; and the operations of the Society in this field will be very largely extended by means of its numerous agencies all over Bengal.

CALCUTTA,
The 7th October 1891.

A. CROFT,
Director of Public Instruction.

EDUCATION—GENERAL TABLE I.

Abstract Return of Colleges, Schools, and Scholars in the Lower Provinces of Bengal at the end of the official year 1890-91

(For details—*see* General Table III.)

Area and Population.				Public Institutions.							Private Institutions.						
				University education.		School education, general.		School education, special.									
Total area in square miles.	Number of towns and villages.*	Population.		Arts colleges.	Professional colleges.	Secondary schools.	Primary schools.	Training schools.	All other special schools.	Total of public institutions.	Advanced.	Elementary.	Teaching the Koran only.	Other schools not conforming to departmental standard.	Grand Total.	Percentage of—	Remarks.
1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18
65,775	Towns ... 232 Villages ... 259,686 Total ... 259,918	Males ... 36,270,572 Females ... 36,483,547 Total ... 72,754,119	Institutions — For males ...	32	14	2,420	47,544	24	249	50,283	2,800	4,898	5,285	322	63,588	Institutions to number of towns and villages. 24·46	
			Institutions — For females...	2	...	59	2,211	8	...	2,280	...	64	...	18	2,332	·90	
			Institutions — Total ...	34	14	2,479	49,755	32	249	52,563	2,800	4,962	5,285	340	65,950	25·37	
			Scholars ... — Males ...	5,213	1,472	201,936	1,040,857	940	5,775	1,256,193	31,853	33,107	55,990	3,242	1,380,385	Male scholars to male population of school-going age.† 25·37	
			Scholars ... — Females ...	19	21	5,532	74,805	257	59	80,693	237	920	6,227	481	88,558	Female scholars to female population of school-going age.† 1·61	
			Scholars ... — Total ...	5,232	1,493	207,468	1,115,662	1,197	5,834	1,336,886	32,090	34,027	62,217	3,723	1,468,943	Total scholars to total population of school-going age.† 13·46	

* A town contains 5,000 inhabitants or upwards; a village contains less than 5,000 inhabitants.
† The population of school-going age is taken at 15 per cent. of the whole population.

B.—Education—General Table II.

Abstract Return of Expenditure on Public Instruction in the Lower Provinces of Bengal for the official year 1890-91.

(For details, *see* General Table IV.)

	Total Direct Expenditure on Public Instruction.							Total Indirect Expenditure on Public Instruction.									Total expenditure on public instruction.	Remarks.
	University education.		School education, general.		School education, special.													
	Arts colleges.	Professional colleges.	Secondary schools.	Primary schools.	Training schools.	All other special schools.	Total.	Buildings.	Furniture and apparatus (special grants only).	Total.	University.	Direction.	Inspection.	Scholarship.	Miscellaneous.	Total.		
1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19
	Rs.	Rs.	Rs.	Rs.	Rs.	Rs	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	
1.—Institutions — For males ...	6,57,653 (a)	3,01,600	28,77,020	24,06,378	86,312	2,47,619	65,76,582	1,38,095	13,706	1,51,801	1,28,717	62,747	5,88,504	2,31,583	1,43,709	11,55,260	78,83,643	
„ females ...	4,724	...	3,87,587	2,78,952	19,294	...	6,90,557	...	...	...	...	...	...	...	...	...	6,90,557	
Total ...	6,62,377	3,01,600	32,64,607	26,85,330	1,05,606	2,47,619	72,67,139	1,38,095	13,706	1,51,801	1,28,717	62,747	5,88,504	2,31,583	1,43,709	11,55,260	85,74,200	
2.—(a) Percentages of provincial expenditure included in columns 2—17 to total provincial expenditure on public instruction	12 12	11·08	21·87	9·11	3·55	6·67	64·40	4·96	·31	5·27	...	2·81	16 01	9·22	2·29	30·33	100·	
(b) Percentages of district funds expenditure included in columns 2—17 to total district funds expenditure on public instruction	...	...	23·69	44 42	·09	·51	68·71	·23	·56	·79	...	...	23·59	·08	6·83	30·50	100·	
(c) Percentages of municipal expenditure included in columns 2—17 to total municipal expenditure on public instruction	...	...	66 73	27·47	...	1·75	95·95	.66	·66	1·32	...	..	·49	·06	2·18	2·73	100	

(*d*) Percentages of total expenditure in columns 2—17 to total expenditure on public instruction	7·78		3·52		38·07		31 32		1·23		2·89		84·76		1·61	·16	1·77	1·50	·73	6·86	2·70	1·68	13·47	100·
3.—AVERAGE* ANNUAL COST OF EDUCATING EACH PUPIL IN—	Rs. A. P.		Rs. A. P.		Rs. A. P.		Rs. A. P.		Rs. A. P.		Rs. A. P.		Rs. A. P.											
Government institutions ... Cost to provincial revenues	140 15 8		379 3 2		11 12 8		7 14 1		93 14 8		40 12 2		41 4 2											
Government institutions ... Cost to district and municipal funds ...	...		...		0 6 9		..		1 1 9		0 7 8		0 6 6											
Total cost ...	231 12 3		434 9 10		32 9 11		7 15 5		96 5 6		58 3 9		67 7 11											
Municipal and District Board schools ... Cost to provincial revenues	33 9 11		...		0 8 10		...		...		...		0 11 1											
Municipal and District Board schools ... Cost to District Board and municipal funds ..	...		...		4 10 7		4 1 2		...		29 0 1		5 0 10											
Total cost ...	102 3 10		...		10 13 8		4 12 1		..		43 2 11		11 8 7											
Aided institutions ... Cost to provincial revenues	21 0 9		...		2 6 1		0 3 7		22 10 0		3 0 0		0 8 7											
Aided institutions ... Cost to district and municipal funds ...	...		...		1 14 1		0 8 1		...		2 1 7		0 10 9											
Total cost ...	131 7 1		...		16 1 9		2 11 9		78 13 11		16 0 6		4 8 3											
Unaided institutions Total cost ...	47 1 4		23 9 9		13 3 8		2 1 11		43 15 5		17 13 10		6 2 0											
All institutions Cost to provincial revenues	52 6 6		168 14 11		2 7 3		0 3 2		65 15 8		25 15 10		1 13 2											
All institutions Cost to district and municipal funds...	...		...		1 6 6		0 7 1		0 11 1		1 1 7		0 13 7											
Total cost ...	128 10 3		206 11 5		16 7 7		2 10 7		88 2 5		43 5 5		7 0 5											

* The annual cost is calculated on the direct expenditure only. The average cost of educating each pupil is obtained by dividing the direct expenditure by the average number on the rolls monthly during the year.

(*a*). Exclusive of the expenditure of the La Martinière College for Girls.

Fractions of a rupee are omitted, except in the columns showing the average annual cost of educating each pupil.

B.—EDUCATION—GEN

Return of Colleges and Schools and of Scholars attending them

Class of Institutions.	PUBLIC INSTITUTIONS.											
	Under Public Management.								Under Private			
	Managed by Government.				Managed by District or Municipal Boards.				Aided by Government or by District or Municipal Boards.			
	Number of institutions.	Number of scholars on the rolls on 31st March.	Average number on the rolls monthly during the year.	Average daily attendance.	Number of institutions.	Number of scholars on the rolls on 31st March.	Average number on the rolls monthly during the year.	Average daily attendance.	Number of institutions.	Number of scholars on the rolls on 31st March.	Average number on the rolls monthly during the year.	Average daily attendance.
1	2	3	4	5	6	7	8	9	10	11	12	13
University Education.												
ARTS COLLEGES.												
English	11	1,606	1,729	1,500	1	50	58	44	7	1,178	1,147	900
COLLEGES OR DEPARTMENTS OF COLLEGES FOR PROFESSIONAL TRAINING.												
Law	6	130	151	113	...	...	...	...	...	...	...	...
Medicine	1	197	230	224	...	...	...	...	...	...	...	...
Engineering	1	271	269	253	...	...	...	...	...	...	...	...
Total University Education ...	19	2,204	2,379	2,090	1	50	58	44	7	1,178	1,147	900
School Education—General.												
SECONDARY SCHOOLS.												
High and Middle Schools.												
For Boys—												
High schools ... English	49	14,009	13,447	10,624	7	1,653	1,548	1,136	172	27,606	26,834	20,117
Middle " ... English	7	988	975	810	20	1,694	1,467	1,265	596	42,192	40,497	30,693
Middle " ... Vernacular	34	2,814	2,627	1,964	151	8,628	7,963	6,220	906	47,053	44,778	34,143
For Girls—												
High schools ... English	2	198	200	164	...	...	...	...	8	830	803	684
Middle " ... English	...	...	...	...	...	...	...		21	2,160	2,013	1,680
Middle " ... Vernacular	...	...	...	...	1	41	41	25	23	1,440	1,376	1,102
Total Secondary Schools ...	92	18,009	17,249	13,562	179	12,016	11,219	8,646	1,726	121,371	116,301	88,419
PRIMARY SCHOOLS.												
For Boys—												
Upper primary	5	130	125	72	11	299	273	195	3,325	121,509	113,349	87,970
Lower "	12	174	160	111	3	115	108	61	36,003	809,868	730,271	597,545
For Girls—												
Upper primary	...	...	...	...	4	169	173	120	265	8,861	8,375	5,841
Lower "	...	...	...	...	...	...	...	...	1,766	32,249	29,915	22,478
Total Primary Schools ...	17	304	285	183	18	583	554	376	41,359	972,487	881,910	713,834
School Education—Special.												
SCHOOLS FOR SPECIAL INSTRUCTION.												
School of Art	1	173	164	131	...	...	...	...	...	...	...	...
Training schools for masters	17	731	746	615	...	...	...	...	6	207	209	177
Guru-training classes attached to middle schools	184	744	701	507	...	...	...	...	...	...	...	...
Training schools for mistresses	...	...	...	...	...	...	...	...	6	201	188	176
Medical schools	4	651	669	664	...	...	...	...	...	...	...	...
Survey schools	3	432	441	366	...	...	...	...	...	...	...	...
Industrial schools	2	38	39	36	2	100	97	62	7	308	304	214
Madrassas	7	1,516	1,511	1,173	...	...	...	...	4	290	263	217
Other schools	1	58	57	42	...	...	...	...	8	281	258	200
Total Special Schools ...	219	4,343	4,328	3,534	2	100	97	62	31	1,287	1,222	984
TOTAL OF COLLEGES AND SCHOOLS OF PUBLIC INSTRUCTION	347	24,860	24,241	19,369	200	12,749	11,928	9,128	43,123	1,096,323	1,000,580	804,137

PRIVATE INSTITUTIONS ...
1. ADVANCED, teaching—
   (a) Arabic or Persian ... ...
   (b) Sanskrit ... ...
2. ELEMENTARY, teaching a Vernacular only or mainly—
   (a) With 10 pupils and upwards ... ...
   (b) With less than 10 pupils ... ...
3. ELEMENTARY, teaching the Koran only ... ...
4. OTHER SCHOOLS not conforming to Departmental Standards ...

ERAL TABLE III.

in the Lower Provinces of Bengal for the official year 1890-91.

Management. Unaided. Number of institutions.	Number of scholars on the rolls on 31st March.	Average number on the rolls monthly during the year.	Average daily attendance.	Grand total of Public Institutions.	Grand total of scholars on the 31st of March.	Number of Scholars on the 31st of March learning— English.	A classical language.	A vernacular language.	Classification of Scholars on the 31st of March according to Race or Creed. Europeans and Eurasians.	Native Christians (non-aboriginal).	Hindus.	Mahomedans.	Aborigines. Christians.	Non-Christians.	Others.	Number of girls in boys' schools.	Number of boys in girls' schools.	Remarks.
14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30	31	32
15	2,398	2,229	1,350	34	5,232	5,166	4,306	...	58	43	4,803	293	...	1	34	19	...	
6	895	809	508	12	1,025	1,025	...	...	..	7	970	46	...	...	2	...	...	
...	...	...	...	1	197	197	...	...	74	1	117	4	...	...	1	21	...	
.	...	...	...	1	271	271	...	...	32	...	235	2	...	...	2	...	...	
21	3,293	3,038	1,858	48	6,725	6,659	4,306	...	164	51	6,125	345	...	1	39	40	...	
136	34,263	32,989	25,348	364	77,621	75,550	40,310	41,847	1,834	628	66,505	8,264	56	150	184	65	...	
211	13,661	12,751	9,887	834	58,535	40,616	961	57,229	1,254	518	47,137	8,884	552	75	115	358	...	
131	7,765	7,262	5,551	1,222	66,260	8,530	324	66,145	3	124	55,389	10,311	33	181	219	582	...	
1	78	78	70	11	1,106	1,029	207	412	619	265	132	1	...	...	69	...	54	
8	305	304	265	24	2,405	2,440	301	104	2,328	102	31	...	...	...	4	...	444	
...	...	...	...	24	1,481	233	4	1,481	...	234	1,155	18	53	...	21	..	27	
482	56,072	53,384	41,121	2,479	207,468	128,404	42,107	167,218	6,058	1,871	170,349	27,478	694	406	612	1,005	525	
205	6,894	6,317	4,901	3,546	128,832	1,070	577	128,489	289	267	99,342	26,537	542	1,415	440	3,195	...	
7,980	132,087	116,014	96,769	43,998	942,244	302	47,204	934,858	34	1,893	648,476	266,420	1,655	23,594	1,172	28,594	...	
9	337	331	243	278	9,367	478	14	9,174	141	359	8,307	151	344	55	10	...	318	
167	2,970	2,833	2,063	1,933	35,219	47	1,009	35,118	2	1,285	27,833	4,802	675	611	11	...	1,252	
8,361	142,288	125,495	103,976	49,755	1,115,662	1,397	48,804	1,107,639	466	3,804	783,958	297,910	3,216	24,675	1,633	31,789	1,570	
...	...	...	...	1	173	...	...	...	5	...	162	6	...	..	...	...	...	
1	25	24	16	24	963	32	519	963	1	48	661	51	70	131	1	28	...	
7	42	34	27	191	786	...	2	786	..	...	590	169	24	3	...	...	...	
2	33	31	30	8	234	89	2	234	4	182	30	...	18	...	..	...	5	
4	330	338	233	8	987	315	...	672	8	19	799	138	...	...	23	35	...	
...	...	...	...	3	432	148	...	284	...	...	348	84	...	...	...	...	...	
4	134	119	92	15	580	60	...	364	...	107	304	116	34	15	4	3	...	
7	520	523	401	18	2,326	820	2,142	558	...	1	46	2,279	...	...	...	21	...	
4	211	196	154	13	550	58	285	346	...	3	405	73	...	13	56	...	...	
29	1,301	1,264	953	281	7,031	1,522	2,950	4,207	18	360	3,845	2,916	146	162	84	87	5	
8,393	202,954	183,181	147,908	52,563	1,336,886	138,482	98,167	1,279,064	6,706	6,086	963,777	328,649	4,056	25,244	2,368	32,921	2,100	
...	...	...	...	1,146	15,233	61	14,990	626	...	...	2,550	12,683	...	...	...	236	...	
...	...	...	...	1,654	16,857	...	16,839	18	...	...	16,857	...	...	...	...	1	...	
...	...	For boys	...	562	8,312	63	2,483	6,960	...	6	3,452	4,796	...	58	...	129	...	
		,, girls	...	12	151	...	66	129	...	...	63	88	...	...	...	...	4	
...	...	For boys	...	4,336	25,297	16	1,728	24,088	...	5	19,255	5,702	33	293	9	374	...	
		,, girls	...	52	267	...	51	254	...	...	173	92	...	2	...	...	7	
..	...	...	...	5,285	62,217	...	52,026	1,657	...	...	35	62,182	...	...	..	6,227	...	
...	...	For boys	...	322	3,248	541	1,035	2,423	...	...	1,550	1,160	31	41	466	51	...	
		,, girls	...	18	475	59	...	474	...	15	284	76	...	...	...	...	45	
		Total	...	13,387	132,057	740	89,213	36,629	...	26	44,319	86,779	64	394	475	7,028	56	
Grand Total			...	65,950	1,468,943	139,222	187,380	1,315,693	6,706	6,112	1,008,096	415,428	4,120	25,638	2,843	39,949	2,156	

EDUCATION—GEN

Return of Expenditure on Public Instruction in the Lower

Objects of Expenditure.	Under Public Management.													
	Managed by Government.							Managed by District or Municipal Boards.						
	Provincial revenues.	District funds.	Municipal funds.	Fees.	Subscriptions.	Endowments and other sources.	Total.	Provincial revenues.	District unds.	Municipal funds.	Fees.	Subscriptions.	Endowments and other sources.	Total.
1	2	3	4	5	6	7	8	9	10	11	12	13	14	15
University Education.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.
Arts Colleges.														
English	2,43,757	...	...	1,42,678	2	14,289	4,00,726	1,950	...	...	1,218	...	2,762	5,930
Colleges or Departments of Colleges for Professional Training.														
Law	—5,760	...	...	14,339	...	678	9,257	...	...	...	...	...	...	...
Medicine	1,91,351	...	...	9,505	...	...	2,00,856	...	...	...	...	...	...	...
Engineering	60,888	...	...	11,499	...	...	72,387	...	...	...	...	...	...	...
Total ...	4,90,236	...	...	1,78,021	2	14,967	6,83,226	1,950	...	...	1,218	...	2,762	5,930
School Education, General.														
Secondary Schools.														
For Boys—														
High schools... English	1,47,715	...	2,525	2,94,686	5,061	16,438	4,66,425	5,995	...	5,002	25,126	428	2,889	39,440
Middle " ... English	26,543	...	940	18,603	...	...	46,086	218	5,802	1,927	7,225	1,783	...	16,953
Middle " ... Vernacular...	9,781	...	3,752	9,635	786	141	24,095	...	37,967	1,385	21,137	4,656	25	65,170
For Girls—														
High schools... English	19,444	...	120	5,708	797	...	26,069	...	...	...	...	...	...	...
Middle " ... English	...	...	...	...	...	...	...	...	...	...	...	...	...	...
Middle " ... Vernacular...	...	...	...	...	...	...	...	...	...	252	...	...	...	252
Total Secondary Schools ...	2,03,483	...	7,337	3,28,632	6,644	16,579	5,62,675	6,213	43,769	8,566	53,486	6,867	2,914	1,21,815
Primary Schools.														
For Boys—														
Upper primary	1,061	...	...	...	...	...	1,061	...	819	110	238	...	9	1,206
Lower "	1,185	...	...	...	25	...	1,210	...	205	56	75	2	...	338
For Girls—														
Upper primary	...	...	...	...	...	...	...	...	...	1,037	...	55	...	1,092
Lower "	...	...	...	...	...	...	...	...	...	...	...	...	...	..
Total Primary Schools ...	2,246	...	...	...	25	...	2,271	...	1,054	1,203	313	57	9	2,636
School Education, Special.														
Schools for Special Instruction.														
School of Art	26,292	...	...	4,081	...	...	30,373	...	...	...	...	...	...	...
Training schools for masters	70,063	830	...	745	...	237	71,875	...	...	...	...	...	...	...
Guru-training classes	6,718	1,673	...	...	...	...	8,391	...	...	...	...	...	...	...
Training schools for mistresses	...	...	...	...	...	...	...	...	...	...	...	...	...	...
Medical schools	72,636	...	...	16,678	...	515	89,829	...	...	...	...	...	...	...
Survey schools	6,759	...	...	5,563	...	...	12,322	...	...	...	...	...	...	...
Industrial schools	1,420	...	...	...	...	952	2,372	...	2,614	...	216	200	959	4,189
Madrassas	27,598	...	60	7,314	31	25,717	60,720	...	...	...	...	...	...	...
Other schools	4,593	...	...	...	...	...	4,593	...	...	...	...	...	...	.
Total Special Schools ...	2,16,079	2,503	60	34,381	31	27,421	2,80,475	...	2,614	...	216	200	959	4,189
Buildings	87,993	...	...	...	...	19,392	1,07,385	...	841	206	...	...	68	1,115
Furniture and apparatus (special grants only)	190	...	...	...	...	...	190	119	1,454	361	...	...	...	1,934
Total ...	88,183	...	...	...	...	19,392	1,07,575	119	2,295	567	...	...	68	3,049
University	...	...	...	...	...	...	...	...	...	...	...	...	..	...
Direction	...	...	...	...	...	...	...	...	...	...	...	...	...	...
Inspection	...	...	...	...	...	...	...	...	...	..	...	...	...	...
Scholarships held in— Arts colleges	...	...	...	...	...	...	...	...	...	...	...	...	...	...
Scholarships held in— Professional colleges ...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
Scholarships held in— Secondary schools ...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
Scholarships held in— Primary " ...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
Scholarships held in— Special schools (other than training schools)	...	...	...	...	...	...	...	...	...	...	...	...	...	...
Miscellaneous—														
Hostel charges	...	...	...	...	...	...	...	...	...	...	...	...	...	...
Charges for abolished schools	...	...	...	...	...	...	...	...	...	...	...	...	...	...
Charges for conducting examinations ...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
Prizes and rewards	...	...	...	...	...	...	...	...	...	...	...	...	...	...
Payments to private schools	...	...	...	...	...	...	...	...	...	...	...	...	...	...
Contingencies and miscellaneous	..	...	...	...	...	...	...	...	...	...	...	...	...	...
Total ...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
Total Expenditure on Public Instruction	10,00,227	2,503	7,397	5,41,034	6,702	78,359	16,36,222	8,282	49,932	10,336	55,233	7,124	6,712	1,37,619

* Exclusive of the expenditure of the Bishop's College.
† Includes Rs. 750 from
‡ Includes Rs. 400 from
§ Excludes Rs. 750 transfer
‖ Excludes Rs. 400 transfer

ERAL TABLE IV.

Provinces of Bengal for the official year 1890-91.

INSTITUTIONS.																	
UNDER PRIVATE MANAGEMENT.											TOTAL EXPENDITURE FROM—					GRAND TOTAL.	REMARKS.
Aided by Government or by District or Municipal Boards.							Unaided.										
Provincial revenues.	District funds.	Municipal funds.	Fees.	Subscriptions.	Endowments and other sources.	Total.	Fees.	Subscriptions.	Endowments and other sources.	Total.	Provincial revenues.	District funds.	Municipal funds.	Fees.	All other sources.		
16	17	18	19	20	21	22	23	24	25	26	27	28	29	30	31	32	33
Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	
24,143	...	...	*48,509	*26,390	*51,727	*1,50,769	68,903	...	36,049	1,04,952	2,69,850	...	...	2,61,308	1,31,219	6,62,377	
...	...	...	...	...	...	...	18,706	...	394	19,100	—5,760	...	...	33,045	1,072	28,357	
...	...	...	...	...	...	...	...	...	...	...	1,91,851	...	...	9,505	...	2,00,856	
...	...	...	...	...	...	...	...	...	...	...	60,888	...	...	11,499	..	72,387	
24,143	...	...	48,509	26,390	51,727	1,50,769	87,609	...	36,443	1,24,052	5,16,329	...	..	3,15,357	1,32,291	9,63,977	
1,12,804	1,887	16,572	5,49,875	87,336	42,492	6,10,466	4,10,723	80,399	79,268	5,70,390	2,66,514	1,887	24,099	10,80,410	3,14,311	16,86,721	
47,329	1,14,680	8,902	1,91,248	1,75,515	25,432	5,63,106	36,709	50,000	10,904	97,613	74,090	1,20,482	11,769	2,53,783	2,63,634	7,23,758	
45,791	69,198	7,146	1,28,690	82,539	5,300	3,38,964	16,387	14,088	7,837	38,312	55,572	1,07,165	12,283	1,76,149	1,15,372	4,66,541	
20,438	...	...	1,05,650	11,566	13,855	1,51,509	...	...	...	...	39,882	...	120	1,11,358	26,218	1,77,578	
43,653	...	195	78,743	13,120	42,826	1,78,537	...	...	...	...	43,653	...	195	78,743	55,946	1,78,537	
7,163	72	859	3,162	19,888	76	31,220	...	...	...	...	7,163	72	1,111	3,162	19,964	31,472	
2,77,178	1,85,837	33,674	8,57,668	3,89,964	1,20,081	18,73,802	4,63,819	1,44,487	99,009	7,06,315	4,86,874	2,29,106	49,577	17,03,605	7,95,445	32,64,607	
48,999	1,32,045	3,449	1,72,688	47,718	11,070	4,15,969	8,380	5,384	4,413	18,177	50,060	1,32,894	3,559	1,81,306	68,594	4,36,413	
90,782	2,71,119	8,641	11,38,607	1,16,290	1,05,456	17,30,895	2,02,795	14,209	20,518	2,37,522	91,967	2,71,324	8,697	13,41,477	2,56,500	19,69,965	
38,420	1,722	3,538	9,488	73,288	28,440	1,54,896	55	1,466	1,406	2,927	38,420	1,722	4,575	9,543	1,04,655	1,58,915	
22,200	23,673	3,580	5,989	52,982	4,180	1,12,604	232	6,026	1,175	7,433	22,200	23,673	3,580	6,221	64,363	1,20,037	
2,00,401	4,28,559	19,208	13,26,772	2,90,278	1,49,146	24,14,364	2,11,462	27,085	27,512	2,66,059	2,02,647	4,29,613	20,411	15,38,547	4,94,112	26,85,330	
...	...	...	...	...	...	...	...	...	...	...	26,292	...	...	4,081	...	30,373	
4,033	...	...	441	7,567	1,496	14,437	...	...	...	...	74,906	830	...	1,186	9,300	86,312	
...	...	...	...	...	..	..	...	...	...	...	6,718	1,673	...	...	...	8,391	
4,050	...	...	1,511	9,188	2,127	16,876	...	1,878	540	2,418	4,050	...	...	1,511	13,733	19,294	
...	...	...	...	...	...	...	7,403	...	831	8,234	72,636	...	...	24,081	1,346	98,063	
...	...	...	...	...	...	...	...	...	...	...	6,759	...	...	5,563	...	12,322	
1,551	...	476	226	1,762	2,355	6,370	15	277	256	548	2,971	2,814	476	457	6,761	13,479	
190	420	350	834	708	291	2,793	1,693	873	10,248	12,213	27,788	420	410	9,240	37,868	75,726	
734	78	411	359	2,136	347	4,065	22	465	120	607	5,327	78	411	381	3,068	9,265	
11,458	498	1,237	3,371	21,361	6,016	44,541	8,532	3,493	11,995	24,020	2,27,537	5,815	1,297	46,560	72,076	3,53,225	
21,802	1,365	284	...	2,555	2,260	28,266	...	...	†1,329	1,329	1,10,545	2,206	490	...	§24,854	1,38,095	
6,123	3,929	125	198	342	440	11,157	...	...	‡425	425	6,832	5,383	486	198	‖807	13,706	
27,925	5,294	409	198	2,897	2,700	39,423	...	...	1,754	1,754	1,17,377	7,589	976	198	25,661	1,51,801	
...	...	...	...	...	...	...	...	...	...	...	...	...	...	1,28,717	...	1,28,717	
...	...	...	...	...	...	...	...	...	...	...	62,747	...	...	...	...	62,747	
...	...	...	...	...	...	...	...	...	...	...	3,56,473	2,28,154	370	...	3,507	5,88,504	
...	...	...	...	...	...	...	...	...	...	...	84,333	...	...	...	16,594	1,00,927	
...	...	...	...	...	...	...	...	...	...	...	27,491	...	...	...	3,841	31,332	
...	...	...	...	...	...	...	...	...	...	...	82,510	289	44	...	2,527	85,370	
...	...	...	...	...	...	...	...	...	...	...	9,838	87	...	...	1,054	10,979	
...	...	...	...	...	...	...	...	...	...	...	1,089	371	...	...	1,515	2,975	
...	...	...	...	...	...	...	...	...	...	...	2,383	...	...	...	2,671	5,054	
...	...	...	...	...	...	...	...	...	...	...	4,259	9,804	121	76	139	14,459	
...	...	...	...	...	...	...	...	...	...	...	2,620	11,514	...	7,625	3,913	25,672	
...	...	...	...	...	...	...	...	...	...	...	7,028	17,922	94	..	1,505	26,544	
...	...	...	...	...	...	...	...	...	...	...	3,618	2,791	1,168	3,343	4,974	15,894	
...	...	...	...	...	...	...	...	...	...	...	31,229	24,160	234	...	633	56,256	
...	...	...	...	...	...	...	...	...	..	...	6,75,613	2,94,982	2,031	1,39,761	42,873	11,55,260	
5,41,105	3,19,088	5 4.528	22,36,518	7,30,890	3,40,170	45,22,899	7,71,422	1,75,065	1,75,713	11,22,200	22,26,377	9,67,105	74,292	37,43,968	15,62,458	85,74,200	

the La Martinière for boys, and the La Martinière for girls.
Provincial Revenues.
ditto ditto.
red to Provincial Revenues.
red to Provincial Revenues.

B.—Education—General Table V.

Return of the Stages of Instruction of Pupils in Public Schools for General Education in the Lower Provinces of Bengal at the end of the official year 1890-91.

Class of Schools.	Number of schools.	Number of pupils on the rolls on 31st March.	High Stage. Comprising all pupils who have passed beyond the Lower Secondary (Middle) Stage, but have not passed the Matriculation Examination.			Middle Stage. Comprising all pupils who have passed beyond the Upper Primary Stage, but have not passed beyond the Lower Secondary (Middle) Stage.			Upper Primary Stage. Comprising all pupils who have passed beyond the Lower Primary Stage, but have not passed beyond the Upper Primary Stage.			Lower Primary Stage. Comprising all pupils who have not passed beyond the Lower Primary Stage— Reading printed books.			Lower Primary Stage. Comprising all pupils who have not passed beyond the Lower Primary Stage— Not reading printed books.			Total.		
			1			2			3			4			5					
			Boys.	Girls.	Total.	Boys.	Girls.	Total.	Boys.	Girls.	Total.	Boys.	Girls.	Total.	Boys.	Girls.	Total.	Boys.	Girls.	Total.
Secondary Schools.																				
Boys' Schools.																				
High English — Government	49	14,009	5,997	...	5,997	3,876	...	3,876	2,541	...	2,541	1,535	...	1,535	60	...	60	14,009	...	14,009
High English — District Fund	...	...	...	...	...	..	...	..	...	...	.	...	...	..	...	...	...	...	...	...
High English — Municipal	7	1,653	601	...	601	555	...	555	340	...	340	157	...	157	..	...	..	1,653	...	1,653
High English — Aided	173	27,696	8,307	...	8,307	8,367	17	8,384	6,499	10	6,509	4,279	10	4,289	203	4	207	27,655	41	27,696
High English — Unaided	136	34,265	11,500	...	11,500	9,892	3	9,895	7,630	8	7,638	5,007	11	5,018	159	2	161	34,188*	24	34,212
Middle English — Government	7	988	...	...	...	256	...	256	382	...	382	325	...	325	25	...	25	988	...	988
Middle English — District Fund	14	985	...	...	...	194	...	194	302	..	302	316	...	316	169	4	173	981	4	985
Middle English — Municipal	6	709	...	...	...	148	...	148	208	..	208	320		320	33	...	33	709	...	709
Middle English — Aided	596	42,192	13	...	13	9,081	31	9,112	12,477	55	12,532	17,748	130	17,878	2,597	60	2,657	41,916	276	42,192
Middle English — Unaided	211	13,661	5	...	5	2,260	1	2,261	3,750	6	3,756	6,543	41	6,584	1,025	30	1,055	13,583	78	13,661
Middle Vernacular — Government	34	2,814	...	...	...	544	1	545	698	...	698	1,186	...	1,186	385	...	385	2,813	1	2,814
Middle Vernacular — District Fund	147	8,231	...	...	...	1,625	2	1,627	2,099	3	2,102	3,245	34	3,279	1,213	10	1,223	8,182	49	8,231
Middle Vernacular — Municipal	4	397	...	...	..	81	...	81	107	...	107	200	...	200	9	...	9	397	...	397
Middle Vernacular — Aided	906	47,053	13	...	13	8,708	1	8,709	12,281	32	12,313	20,840	319	21,159	4,718	141	4,859	46,560	493	47,053
Middle Vernacular — Unaided	131	7,765	...	...	...	1,277	...	1,277	1,985	4	1,989	3,373	23	3,396	1,091	12	1,103	7,726	39	7,765
Total	2,420	202,416	26,436	...	26,436	46,864	56	46,920	51,299	118	51,417	65,074	568	65,642	11,687	263	11,950	201,360	1,005	202,365
Girls' Schools.																				
High English — Government	2	198	...	47	47	...	18	18	...	57	57	...	76	76	...	...	...	...	198	198
High English — District Fund	...	...	...	...	...	..	...	.	...	...	...	...	...	...	...	...	...	...	..	...
High English — Municipal	...	...	...	...	...	...	...		...	..	...	...	...	...	...	...	.	...	...	...
High English — Aided	8	830	...	77	77	...	269	269	3	223	226	11	131	142	40	76	116	54	776	830
High English — Unaided	1	78	...	12	12	...	25	25	...	29	29	...	8	8	..	4	4	..	78	78
Middle English — Government	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	..	...	...	..
Middle English — District Fund	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	..	...	...	..
Middle English — Municipal	...	...	...	...	...	..	...	...	...	..	...	...	..	.	...	...	...	...	..	..
Middle English — Aided	21	2,160	...	..	...	7	445	452	35	433	468	74	456	530	235	475	710	351	1,809	2,160
Middle English — Unaided	3	305	...	...	...	...	62	62	23	38	61	24	24	48	46	88	134	93	212	305
Middle Vernacular — Government	...	...	...	...	...	...	...	..	...	...	..	...	...	...	...	...	...	...	...	...
Middle Vernacular — District Fund	...	...	...	...	...	...	.	...	...	...	...	...	...	...	...	...	...	...	...	...
Middle Vernacular — Municipal	1	41	...	...	...	...	2	2	..	4	4	..	20	20	...	15	15	..	41	41
Middle Vernacular — Aided	23	1,440	...	...	...	...	109	109	2	203	205	16	987	1,003	9	114	123	27	1,413	1,440
Middle Vernacular — Unaided	...	...	...	...	...	...	...	...	...	.	...	...	...		...	...	...	...	...	..
Total	59	5,052	...	136	136	7	930	937	63	987	1,050	125	1,702	1,827	330	772	1,102	523	4,527	5,052
Total Secondary Schools	2,479	207,468	26,436	136	26,572	46,871	986	47,857	51,362	1,105	52,467	65,199	2,270	67,469	12,017	1,035	13,052	201,885	5,532	207,417

Primary Schools.																				
For Boys.																				
Upper Primary ... Government ..	5	130	...	...	...	...	...	...	39	...	39	42	1	43	47	1	48	128	2	130
Upper Primary ... District Fund ...	9	238	...	...	...	...	...	...	49	...	49	127	6	133	51	5	56	227	11	238
Upper Primary ... Municipal ...	2	61	...	...	...	...	...	...	8	...	8	45	...	45	8	...	8	61	...	61
Upper Primary ... Aided	3,325	121,509	...	...	...	128	...	128	21,801	139	21,940	72,382	1,611	73,993	24,233	1,215	25,448	118,544	2,965	121,509
Upper Primary ... Unaided	205	6,894	...	...	...	32	...	32	1,202	6	1,208	3,784	102	3,886	1,659	109	1,768	6,677	217	6,894
Lower Primary ... Government ...	12	174	...	...	...	...	...	...	...	...	...	149	5	154	17	3	20	166	8	174
Lower Primary ... District Fund ...	2	48	...	...	...	...	...	...	...	...	...	19	...	19	26	3	29	45	3	48
Lower Primary ... Municipal ...	1	67	...	...	...	...	...	...	...	...	...	62	...	62	5	...	5	67	...	67
Lower Primary ... Aided	36,003	809,868	...	...	...	5	...	5	3,041	89	3,130	518,314	13,448	531,762	262,913	12,053	274,971	784,273	25,595	809,868
Lower Primary ... Unaided	7,980	132,087	...	...	...	...	...	...	154	1	155	67,799	1,102	68,901	61,146	1,885	63,631	129,099	2,988	132,087
Total ...	47,544	1,071,076	...	...	...	165	...	165	26,294	235	26,529	662,723	16,275	678,998	350,108	15,279	365,384	1,039,287	31,789	1,071,076
For Girls.																				
Upper Primary ... Government ...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
Upper Primary ... District Fund ...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
Upper Primary ... Municipal ...	4	169	...	...	...	...	...	...	...	24	24	...	94	94	...	51	51	...	169	169
Upper Primary ... Aided	265	8,861	...	...	...	...	12	12	28	843	871	170	4,987	5,157	113	2,708	2,821	311	8,550	8,861
Upper Primary ... Unaided	9	337	...	...	...	...	1	1	...	21	21	1	206	207	6	102	108	7	330	337
Lower Primary ... Government ...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
Lower Primary ... District Fund ...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
Lower Primary ... Municipal ...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
Lower Primary ... Aided	1,766	32,249	...	...	...	...	1	1	3	192	195	715	18,496	19,211	464	2,378	12,842	1,182	31,667	32,249
Lower Primary ... Unaided	167	2,970	...	...	...	...	...	...	1	6	7	38	1,476	1,514	31	1,418	1,449	70	2,900	2,970
Total ...	2,211	44,586	...	...	...	...	14	14	32	1,086	1,118	924	25,259	26,183	614	16,657	17,271	1,570	43,016	44,586
Total Primary Schools ...	49,755	1,115,662	...	...	...	165	14	179	26,326	1,321	27,647	663,647	41,534	705,181	350,719	31,936	382,655	1,040,857	74,805	1,115,662
Grand Total (for Secondary and Primary Schools) ...	52,234	1,323,130	26,436	136	26,572	47,036	1,000	48,036	77,688	2,426	80,114	728,846	43,804	772,650	362,736	32,971	395,707	1,242,742	80,337	1,323,079

* No returns of 51 boys from the Armenian Collegiate School.

B.—Education—General Table VI.

Return showing the Results of Prescribed Examinations in the Lower Provinces of Bengal for the official year 1890-91.

Nature of Examination.	Number of institutions sending examinees.				Number of Examinees.					Number passed.					Race or creed of passed scholars.						
	Institutions under public management.	Aided institutions.	Other institutions.	Total.	Institutions under public management.	Aided institutions.	Other institutions.	Private students.	Total.	Institutions under public management.	Aided institutions.	Other institutions.	Private students.	Total.	Europeans and Eurasians.	Native Christians.	Hindus.	Muhammadans.	Aboriginal races. Christians.	Aboriginal races. Non-Christians.	Others.
1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22
Arts Colleges—																					
1. Master of Arts	5	3	1	9	58	21	7	41	127	34	8	2	13	57	...	...	...	...	...	...	...
2. Bachelor of Arts	8	5	6	19	274	194	289	50	807	111	44	70	6	231	...	...	...	...	...	...	...
3. First Examination in Arts ...	11	9*	16	36	537	360	971	61	1,929	248	130	312	3	693	..	...	...	...	...	...	...
Colleges for Professional Training—																					
Law—																					
1. Honours in Law	1	...	...	1	1	...	...	...	1	...	...	...	...	...	...	...	...	...	..	...	...
2. Bachelor of Law	6	...	6	12	39	...	164	...	203	23	...	105	...	128	..	...	...	...	...	...	...
Medicine—																					
1. Preliminary Scientific M.B.	1	...	...	1	(a)35	...	...	...	35	(a)11	...	...	...	11	...	...	...	...	...	...	...
2. Ditto ditto L.M.S.	1	...	...	1	(a)32	...	...	...	32	(b)31	...	...	...	31	...	...	...	...	...	...	...
3. First M.B.	1	...	...	1	2	...	...	...	2	(c)3	...	...	...	3	...	...	...	...	...	...	...
4. Do. L.M.S.	1	...	...	1	10	...	...	...	10	7	...	...	...	7	...	...	...	...	...	...	...
5. Second M.B.	1	...	...	1	6	...	...	...	6	3	...	...	...	3	...	...	...	...	...	...	...
6. Second L.M.S.	1	...	...	1	21	...	...	...	21	13	...	...	...	13	...	...	...	...	...	...	...
7. Honour in Medicine	1	...	...	1	1	...	...	...	1	1	...	..	...	1	...	...	...	...	...	...	...
8. M.D.	1	...	...	1	1	...	...	...	1	1	...	...	...	1	...	...	...	...	...	...	...
Engineering—																					
1. B.E.	1	...	...	1	4	...	...	...	4	2	...	...	...	2	...	...	...	...	...	...	...
2. First Examination in Engineering	1	...	...	1	12	...	...	...	12	4	...	...	...	4	...	...	...	...	...	...	...
3. L.E.	1	...	...	1	8	...	...	...	8	3	...	...	...	3	...	...	...	...	...	...	...
Schools for General Education—																					
1. Matriculation ... ... For Boys	57	166	119	342	1,070	1,661	1,905	86	4,122	609	440	723	24	1,796	...	...	...	...	...	...	...
1. Matriculation ... ... „ Girls	1	5	1	7	5	20	4	...	29	4	13	3	...	20	...	...	...	...	...	...	...
2. Middle English examination. „ Boys	28	543	116	687	194	2,313	499	77	3,083	137	1,584	325	33	2,079	36	1	1,806	225	5	3	3
2. Middle English examination. „ Girls	...	9	4	13	...	43	24	1	68	...	35	22	1	58	58	...	...	..	...	...	...
3. Middle vernacular examination. „ Boys	153	753	102	1,008	581	2,367	383	603	3,934	417	1,484	224	193	2,318	...	6	2,058	238	...	18	3
3. Middle vernacular examination. „ Girls	1	9	...	10	2	17	...	...	19	2	11	...	...	13	...	8	5	...	.	...	...
4. Upper primary examination. „ Boys	77	2,768	270	3,115	278	7,099	754	156	8,287	168	3,617	358	60	4,203	77	7	3,318	769	10	19	3
4. Upper primary examination. „ Girls	7	49	5	61	18	148	27	2	195	13	117	10	1	141	71	18	46	2	4	...	...
5. Lower primary examination. „ Boys	37	10,408	120	10,528	125	34,508	350	257	35,240	78	18,698	207	183	19,166	223	19	15,474	3,100	2	328	20
5. Lower primary examination. „ Girls	6	302	4	312	16	742	13	1	772	14	557	8	1	580	1	58	459	134	19	9	...
Schools for Special Instruction—																					
1. Training school examination for Masters	9†	1	...	10	552	6	...	51	609	496	6	...	28	530	...	...	...	...	...	...	...
2. Survey school examination ...	3	...	...	3	154	...	...	...	154	111	...	...	...	111	...	...	...	...	...	...	...
3. Vernacular medical examination ...	4	...	...	4	166	...	...	...	166	126	...	...	...	126	...	...	...	...	...	...	...

* Including one Municipal College.
† Do. Patna, Ranchi and Cuttack Training schools
(a) Do. one female.
(b) Do. one female, five passing the combined L.M.S. examination and six passing the preliminary Scientific M.B. examination.
(c) Do. one passing the combined M.B. examination.

EDUCATION—GENERAL TABLE VII.

EDUCATION—GEN

Return showing the Distribution of District Board and Municipal Expenditure on

Objects of Expenditure.	EXPENDITURE BY DISTRICT BOARDS ON PUBLIC INSTRUCTION.														
	In Institutions managed by District Boards.											In Institutions managed by			Total District Fund expenditure on Public Instruction.
	Number of institutions.	Number of scholars on the rolls on the 31st of March.	Average number on the rolls monthly during the year.	Average daily attendance.	Provincial revenues.	District funds.	Municipal funds.	Fees.	Subscriptions.	Endowments and other sources.	Total.	The Government	Municipal Boards.	Private persons or Associations.	
1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16
					Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.
University Education.															
Arts Colleges.															
English	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
School Education, General.															
Secondary Schools.															
For Boys—															
High schools ... ... English ...	...	...	...	...	...	...	...	...	...	...	...	...	...	1,387	1,387
Middle „ ... ... English ...	14	985	975	740	...	5,802	...	3,341	1,783	...	10,926	...	...	1,14,080	1,20,482
Middle „ ... ... Vernacular...	147	8,231	7,607	5,936	...	37,967	...	19,686	4,656	25	62,334	...	...	69,198	1,07,165
For Girls—															
High schools ... ... English ...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
Middle „ ... ... English ...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
Middle „ ... ... Vernacular...	...	...	...	...	...	...	...	...	...	...	...	...	...	72	72
Total ...	161	9,216	8,582	6,676	...	43,769	...	23,027	6,439	25	73,260	...	...	1,85,337	2,29,106
Primary Schools.															
For Boys—															
Upper primary	9	238	220	155	...	849	...	150	...	9	1,008	...	...	1,32,045	1,32,894
Lower „	2	48	47	27	...	205	...	...	...	...	205	...	...	2,71,119	2,71,324
For Girls—															
Upper primary	...	...	...	...	...	...	...	...	...	...	...	...	...	1,722	1,722
Lower „	...	...	...	...	...	...	...	...	...	...	...	...	...	23,673	23,673
Total ...	11	286	267	182	...	1,054	...	150	...	9	1,213	...	...	4,28,559	4,29,613
School Education, Special.															
Schools for Special Instruction.															
Training schools for masters	...	...	...	...	...	...	...	...	...	...	...	830	...	...	830
Guru-training classes	...	...	...	...	...	...	...	...	...	...	...	1,673	...	...	1,673
Training schools for mistresses	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
Medical schools	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
Survey schools	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
Industrial schools	2	100	97	62	...	2,814	...	216	200	959	4,189	...	...	...	2,814
Madrassas	...	...	...	...	...	...	...	...	...	...	...	...	...	420	420
Other schools	...	...	...	...	...	...	...	...	...	...	...	...	...	78	78
Total ...	2	100	97	62	...	2,814	...	216	200	959	4,189	2,503	...	498	5,815
Buildings	...	...	...	...	...	841	...	...	...	25	866	...	...	1,365	2,206
Furniture and apparatus (special grants only) ...	...	...	...	...	119	1,454	...	...	...	...	1,573	...	...	3,929	5,388
Total ...	...	...	...	...	119	2,295	...	...	...	25	2,439	...	...	5,294	7,589
Inspection	...	...	...	...	...	...	...	...	...	...	...	...	...	...	2,28,154
Scholarships held in—															
Secondary schools	...	...	...	...	...	...	...	...	...	...	...	...	...	...	289
Primary „	...	...	...	...	...	...	...	...	...	...	...	...	...	...	87
Special schools other than training schools ...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	371
Miscellaneous	...	...	...	...	...	...	...	...	...	...	...	...	...	...	66,081
Total ...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	2,94,982
Grand Total ...	174	9,602	8,946	6,920	119	49,932	...	23,393	6,639	1,018	81,101	2,503	...	6,19,688	9,67,105

I.—The sum of the expenditure in columns 12 and 27 should agree with the expenditure shown in column 15 of General Table IV.
III.—The expenditure under Inspection, Scholarships, and Miscellaneous should be shown only in columns 16, 31, and 32, and not in other columns.

ERAL TABLE VII.

Public Instruction in the Lower Provinces of Bengal for the official year 1890-91.

EXPENDITURE BY MUNICIPAL BOARDS ON PUBLIC INSTRUCTION.																
IN INSTITUTIONS MANAGED BY MUNICIPAL BOARDS.											IN INSTITUTIONS MANAGED BY					
Number of institutions.	Number of scholars on the rolls on the 31st of March.	Average number on the rolls monthly during the year.	Average daily attendance.	Provincial revenues.	Municipal funds.	District funds.	Fees.	Subscriptions.	Endowments and other sources.	Total.	The Government.	District Boards.	Private persons or Associations.	Total Municipal expenditure on Public Instruction.	Total expenditure of District and Municipal Boards on Public Instruction.	REMARKS.
17	18	19	20	21	22	23	24	25	26	27	28	29	30	31	32	33
				Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	
1	50	58	44	1,950	...	...	1,218	...	2,762	5,930	...	...	...	...	...	
7	1,053	1,548	1,136	5,995	5,002	...	25,126	428	2,889	39,440	2,525	...	16,572	24,009	25,486	
6	709	692	525	218	1,927	...	3,882	...	...	6,027	940	...	8,902	11,769	1,32,251	
4	397	356	284	...	1,385	...	1,451	...	...	2,836	3,752	...	7,140	12,283	1,19,448	
...	...	...	...	...	...	...	...	...	...	...	120	...	...	120	120	
...	...	...	...	...	...	...	...	...	...	...	...	...	195	195	195	
1	41	41	25	...	252	...	...	...	...	252	...	...	859	1,111	1,183	
18	2,800	2,637	1,970	6,213	8,566	...	30,459	428	2,889	48,555	7,337	...	33,674	49,577	2,78,683	
2	61	53	40	...	110	...	88	...	...	198	...	...	3,449	3,559	1,36,453	
1	67	61	34	...	56	...	75	2	...	133	...	...	8,641	8,697	2,80,021	
4	169	173	120	...	1,037	...	...	55	...	1,092	...	...	3,538	4,575	6,297	
...	...	...	...	...	...	...	...	...	...	...	...	...	3,580	3,580	27,253	
7	297	287	194	...	1,203	...	163	57	...	1,423	...	...	19,208	20,411	4,50,024	
...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	830	
...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	1,673	
...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	
...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	
...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	
...	...	...	...	...	...	...	...	...	...	...	...	...	476	476	3,290	
...	...	...	...	...	...	...	...	...	...	...	60	...	350	410	830	
...	...	...	...	...	...	...	...	...	...	...	...	...	411	411	489	
...	...	...	...	...	...	...	...	...	...	...	60	...	1,237	1,297	7,112	
...	...	...	...	...	206	...	...	...	43	249	...	...	284	490	2,696	
...	...	...	...	...	361	...	...	...	...	361	...	...	125	486	5,869	
...	...	...	...	...	567	...	...	...	43	610	...	...	409	976	8,565	
...	...	...	...	...	...	...	...	...	...	...	...	...	...	370	2,28,524	
...	...	...	...	...	...	...	...	...	...	...	...	...	...	44	333	
...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	87	
...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	371	
...	...	...	...	...	...	...	...	...	...	...	...	...	...	1,617	67,698	
...	...	...	...	...	...	...	...	...	...	...	...	...	...	2,031	2,97,013	
26	3,147	2,982	2,208	8,163	10,336	...	31,840	485	5,694	56,518	7,397	...	54,528	74,292	10,41,397	

II.—The sum of the expenditure in columns 16 and 31 should agree with the expenditure shown in columns 28 and 29, respectively, of General Table IV.
IV.—Institutions managed by District Fund (or Municipal) Boards should be shown in columns 2 to 12 (or 17 to 27), even though in any case no expenditure be incurred from the District (or Municipal) Fund.

EDUCATION—SUBSIDIARY TABLE I.

Return of Schools aided from the Grant-in-aid Allotment, the Circle Grant, the Government Estates Grant, District Funds, or Municipal Funds in the Lower Provinces of Bengal during the year 1890-91.

Class of Schools.	Number of schools.	Number of scholars.	Received from— Provincial revenues.	District funds.	Municipal funds.	Fees.	Subscriptions.	Endowments and other sources.	Total.	Remarks.
1	2	3	4	5	6	7	8	9	10	11
A.—Grant-in-aid Schools (Departmental).			Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	
Training Schools. For Masters	6	207	4,933	...	...	441	7,567	1,496	14,437	
Training Schools. For Mistresses	6	201	4,050	...	...	1,511	9,188	2,127	16,876	
For Boys. High English	166	26,532	1,14,053	1,091	16,480	3,37,435	83,892	41,849	5,94,800	
For Boys. Middle "	103	8,851	47,487	...	6,903	56,146	46,519	14,884	1,71,999	
For Boys. " Vernacular	91	8,996	19,335	...	4,848	39,011	16,071	1,277	80,542	
For Boys. Upper Primary	37	1,077	11,365	...	22	6,207	9,699	1,259	28,552	
For Boys. Lower "	116	3,611	5,905	...	20	2,181	4,868	...	12,974	
For Girls. High English	8	830	20,438	...	...	1,05,950	11,566	13,855	1,51,509	
For Girls. Middle "	21	2,160	43,653	...	195	78,743	13,120	42,826	1,78,537	
For Girls. " Vernacular	20	1,168	7,041	...	859	3,162	19,401	76	30,539	
For Girls. Upper Primary	200	7,247	36,881	...	2,554	9,078	70,259	28,368	1,47,140	
For Girls. Lower "	99	3,671	13,002	...	968	1,226	38,329	973	54,498	
For boys. Industrial Schools	2	60	561	...	...	226	1,065	150	2,002	
For boys. Music Schools	2	61	429	...	...	287	769	...	1,476	
Total	877	64,972	3,29,124	1,091	32,909	6,41,304	3,32,313	1,49,140	14,85,881	
B.—Circle Schools (Departmental).										
For Boys. Middle Vernacular	215	8,249	24,924	22	38	16,503	1,503	785	43,775	
For Boys. Upper Primary	116	4,218	10,164	4	...	6,245	431	303	17,147	
For Boys. Lower "	9	227	652	...	...	237	56	...	945	
For Girls. Middle Vernacular	Nil	...	...	...	...	...	...	...	...	
For Girls. Upper Primary	1	27	102	...	...	...	...	...	102	
For Girls. Lower "	1	30	182	...	...	...	...	...	182	
Total	342	12,751	36,024	26	38	22,985	1,990	1,088	62,151	
*** C.—Government Estates' Schools.**										
For Boys. Middle Vernacular	10	458	1,073	50	...	689	315	6	2,133	
For Boys. Upper Primary	161	5,464	8,500	231	...	7,418	930	316	17,395	
For Boys. Lower "	1,369	27,077	11,585	1,043	12	40,301	2,288	3,676	58,805	
For Girls. Middle Vernacular	...	...	...	...	...	...	...	...	...	
For Girls. Upper Primary	2	31	114	...	...	24	60	...	198	
For Girls. Lower "	21	325	593	...	...	94	6	...	693	
Total	1,568	33,355	21,865	1,324	12	48,426	3,599	3,998	79,224	
D.—Schools aided by District Boards under the Grant-in-aid Rules.										
For Boys. High English	1	133	...	296	...	1,428	120	...	1,844	
For Boys. Middle "	472	31,933	...	1,14,447	...	1,28,757	1,27,057	8,403	3,78,664	
For Boys. " Vernacular	473	24,187	25	64,975	...	61,801	61,737	2,734	1,91,272	
For Boys. Upper Primary	6	216	...	360	...	393	501	...	1,254	
For Boys. Lower "	...	...	...	...	...	...	...	...	...	
For Girls. Middle English	...	...	...	...	...	...	...	...	...	
For Girls. " Vernacular	...	...	...	...	...	...	...	...	...	
For Girls. Upper Primary	...	...	...	...	...	...	...	...	...	
For Girls. Lower "	...	...	...	...	...	...	...	...	...	
Total	952	56,469	25	1,80,078	...	1,92,379	1,89,415	11,137	5,73,034	
*** E.—Schools aided by Municipalities.**										
For Boys. High English	7	1,418	...	...	1,745	10,004	3,076	679	22,404	
For Boys. Middle "	17	1,064	...	...	2,141	5,217	1,953	2,870	12,181	
For Boys. " Vernacular	17	1,346	...	...	2,389	3,827	977	400	7,593	
For Boys. Upper Primary	30	1,399	74	...	2,349	2,278	476	136	5,313	
For Boys. Lower "	255	8,440	63	...	5,595	11,012	725	447	17,842	
For Girls. High English	...	...	...	...	...	...	...	...	...	
For Girls. Middle "	...	...	...	...	...	...	...	...	...	
For Girls. " Vernacular	...	...	...	...	...	...	...	...	...	
For Girls. Upper Primary	5	207	...	...	809	26	209	...	1,044	
For Girls. Lower "	31	950	96	...	1,636	318	2,669	49	4,768	
Total	362	14,824	233	...	16,664	38,682	10,985	4,581	71,145	

Fractions of a rupee to be omitted.

* Only those schools are to be shown under these headings (C and E) which draw no grant from any other public source. Where the same school receives a grant both from a Municipality and from the Government Estates' Improvement Fund, it is to be returned under the head which gives it the larger income.

EDUCATION—SUBSIDIARY TABLE II.

Return of Expenditure from the Primary Grant in the Lower Provinces of Bengal during the year 1890-91.

(a)—STIPENDIARY SCHOOLS.

Class of Schools.		Receiving stipends only.			Receiving other payments.						Total payments to stipendiary schools.
		Number of schools.	Number of pupils on 31st March.	Amount paid in stipends.	Number of schools.	Number of pupils on 31st March.	Amount paid in stipends.	Amount paid in rewards after examination to teachers.	Other payments to teachers.	Total paid.	
				Rs.			Rs.	Rs.	Rs.	Rs.	Rs.
For boys	Middle	105	4,380	5,254	9	387	501	33	50	584	5,838
	Upper primary	1,707	59,672	88,885	815	32,187	46,572	5,761	1,864	54,197	1,43,082
	Lower primary	1,934	61,098	65,871	1,445	44,102	39,712	9,313	1,269	50,294	1,16,165
For girls	Middle	1	217	72	.....	.....	.....	.....	.....	.....	72
	Upper primary	45	1,048	2,340	9	254	456	59	14	529	2,869
	Lower primary	521	10,719	16,620	79	1,723	3,123	375	123	3,621	20,241
	Total	4,313	137,134	1,79,042	2,357	78,653	90,364	15,541	3,320	1,09,225	2,88,267

(b)—NON-STIPENDIARY SCHOOLS.

Class of Schools.		Sending pupils for examination.					Not sending pupils for examination.				Total payments to non-stipendiary schools.
		Number of schools.	Number of pupils on 31st March.	Amount paid in rewards after examination to teachers.	Other payments to teachers.	Total paid.	Number of schools.	Number of pupils on 31st March.	Payments to teachers.	Total paid.	
				Rs.	Rs.	Rs.			Rs.	Rs.	Rs.
For boys	Middle	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
	Upper primary	579	21,160	14,437	553	14,990	21	582	129	129	15,119
	Lower primary	27,239	6,05,651	2,26,115	7,833	2,33,948	4,960	85,891	4,996	4,996	2,38,944
For girls	Middle	2	55	122	.....	122	.....	.....	.....	.....	122
	Upper primary	6	128	159	13	172	.....	.....	.....	.....	172
	Lower primary	670	10,609	8,264	2,544	10,808	356	4,482	1,543	1,543	12,351
	Total	28,505	6,37,603	2,49,097	10,943	2,60,040	5,337	90,955	6,668	6,668	2,66,708

SUMMARY OF PAYMENTS FROM THE PRIMARY GRANT.

	Rs.
To stipendiary schools (a)	2,88,267
„ non-stipendiary schools (b)	2,66,708
„ schools abolished before the close of the year	11,001
„ chief gurus and inspecting pundits	91,067
„ examination charges	12,300
„ scholarships and prizes to pupils	25,270
„ grants for buildings and furniture	8,215
„ other payments*	34,078
Total payments	7,36,906
Total primary allotment	7,89,897*

* DETAILS OF "OTHER PAYMENTS."

	Rs.
Contributions to middle schools	2,408
Contributions to Khas Mehal, Circle and other schools	4,139
Stipends to gurus in Guru Training Schools	3,612
Commission for money-orders	6,572
Contingencies and miscellaneous	17,347
Total	34,078

	Rs.
* From Provincial Revenues	1,75,868
„ District Funds	6,14,029
Total	7,89,897

EDUCATION—SUBSIDIARY TABLE III.

Statement showing the Expenditure from District Funds on Schools maintained by public and private bodies during the official year 1890-91.

	Expenditure from District Funds on schools maintained by the Department.	Schools maintained by District Boards.			Schools aided by District Boards.			Total expenditure from District Funds.
		Number of schools.	Number of scholars on 31st March.	Expenditure from District Funds.	Number of schools.	Number of scholars on 31st March.	Expenditure from District Funds.	
SECONDARY EDUCATION.	Rs.			Rs.			Rs.	Rs.
High and Middle Schools.								
For boys—								
High schools ... English ...	...	...	...	...	5	532	1,387	1,387
Middle schools ... English ...	...	14	985	5,802	476	32,171	1,14,680	1,20,482
Middle schools ... Vernacular...	...	147	8,231	37,967	567	27,780	69,198	1,07,165
For girls—								
Middle schools ... English ...	...	...	..	...	...	...	...	...
Middle schools ... Vernacular...	...	...	...	...	1	217	72	72
Total Secondary Schools ...	...	161	9,216	43,769	1,049	60,700	1,85,337	2,29,106
PRIMARY EDUCATION.								
Primary Schools (Vernacular).								
For boys—								
Upper primary	...	9	238	849	2,707	95,751	1,32,045	1,32,894
Lower do.	...	2	48	205	31,092	6,79,450	2,71,119	2,71,324
For girls—								
Upper primary	...	...	...	...	42	885	1,722	1,722
Lower do.	...	...	...	...	1,359	20,772	23,673	23,673
Total Primary Schools ...	...	11	286	1,054	35,200	7,96,858	4,28,559	4,29,613
SPECIAL EDUCATION.								
Schools for Special Instruction.								
Training schools for masters	830	...	...	...	...	...	...	830
Guru-training classes	1,673	...	...	...	...	...	...	1,673
Industrial schools	...	2	100	2,814	...	...	...	2,814
Other schools*	...	...	...	...	3	151	498	498
Total Special Schools ...	2,503	2	100	2,814	3	151	498	5,815
Buildings	...	...	...	841	...	...	1,365	2,206
Furniture (special grants only) ...	...	...	...	1,454	...	...	3,929	5,383
Total ...	...	...	...	2,295	...	...	5,294	7,589
Inspection	...	...	...	...	...	...	...	2,28,154
Scholarships held in. Secondary schools	...	...	...	...	...	...	...	289
Scholarships held in. Primary schools ...	...	...	...	...	...	...	...	87
Scholarships held in. Special schools (other than training schools) ...	...	...	...	...	...	...	...	371
Miscellaneous—								
Charges for abolished schools ...	...	...	...	...	...	...	...	9,864
Do. for conducting examinations	...	...	...	...	...	...	...	11,344
Prizes and rewards	...	...	...	...	...	...	...	17,922
Contingencies and miscellaneous ...	...	...	..	...	...	...	...	26,951
Total ...	...	...	...	..	...	...	..	2,94,982
Total Expenditure on Public Instruction	2,503	174	9,602	49,932	36,252	8,57,709	6,19,688	9,67,105

* Explanation to be given in the column of remarks.

EDUCATION—SUBSIDIARY TABLE IV.

Statement showing the expenditure from Municipal Funds on Schools managed or aided by Municipalities in the Lower Provinces of Bengal during 1889-90 *and* 1890-91.

CLASS OF SCHOOL.	SCHOOLS MANAGED BY MUNICIPALITIES.						SCHOOLS AIDED BY MUNICIPALITIES.*						Total expenditure from Municipal Funds.		OTHER SCHOOLS.			
	Number.		Number of pupils on the rolls at the close of the year.		Expenditure from Municipal Funds.		Number.		Number of pupils on the rolls at the close of the year.		Expenditure from Municipal Funds.				Number.		Number of pupils on the rolls at the close of the year.	
	1889-90.	1890-91.	1889-90.	1890-91.	1889-90.	1890-91.	1889-90.	1890-91.	1889-90.	1890-91.	1889-90.	1890-91.	1889-90.	1890-91.	1889-90.	1890-91.	1889-90.	1890-91.
Secondary Education.					Rs.	Rs.					Rs.	Rs.	Rs.	Rs.				
For Boys—																		
High schools, English ...	6	7	1,405	1,653	6,252	5,002	54	47	10,659	9,046	20,636	19,097	26,888	24,099	93	114	23,350	27,183
Middle „ „ ...	4	6	290	709	1,334	1,927	67	53	6,279	4,708	11,584	9,842	12,918	11,769	43	36	3,796	7,001
„ „ vernacular	4	4	403	397	1,221	1,385	81	80	7,358	7,330	11,758	10,898	12,979	12,283	26	32	2,605	2,931
For Girls—																		
High schools, English ...	...	...	...	...	...	...	...	1	...	90	...	120	...	120	1	...	99	...
Middle „ „ ...	...	...	...	...	...	...	1	1	43	25	360	195	360	195	...	...	...	...
„ „ vernacular	..	1	...	41	...	252	9	9	383	433	874	859	874	1,111	2	4	158	208
Total Secondary Schools...	14	18	2,098	2,800	8,807	8,566	212	191	24,722	21,632	45,212	41,011	54,019	49,577	165	236	30,008	37,322
Primary Education.																		
For Boys—																		
Upper primary schools ...	1	2	31	61	60	110	65	60	3,109	2,816	3,697	3,449	3,757	3,559	84	151	4,240	7,445
Lower „ „ ...	...	1	...	67	...	56	391	473	14,591	16,532	9,145	8,641	9,145	8,697	1,463	1,717	31,757	49,197
For Girls—																		
Upper primary schools ...	5	4	223	169	1,140	1,037	35	47	1,429	1,728	3,329	3,538	4,469	4,575	25	22	1,000	1,072
Lower „ „ ...	...	...	...	...	..	..	79	77	2,313	2,444	3,456	3,580	3,456	3,580	129	157	3,219	3,748
* Total Primary Schools ...	6	7	254	297	1,200	1,203	570	657	21,442	23,520	19,627	19,208	20,827	20,411	1,701	2,047	40,216	61,462
Special Instruction.																		
Training schools for masters	...	...	...	...	...	...	...	...	...	...	...	...	...	...	8	13	401	581
„ „ „ mistresses	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	3	...	80
Guru-training class ...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	2	5	26	33
Technical schools	...	...	...	...	...	...	2	2	89	80	568	476	568	476	5	6	448	266
Other special schools ...	...	...	..	...	...	...	6	6	150	308	432	821	432	833	21	19	2,396	2,227
Total Special Schools ...	...	...	...	...	...	...	8	8	239	388	1,000	1,297	1,000	1,309	36	46	3,271	3,187
Buildings and furniture ..	...	...	...	...	1,114	567	...	...	...	...	3,184	409	4,298	976	...	...	...	...
Inspection	...	...	...	...	...	...	...	...	...	...	..	...	154	154	...	...	...	...
Miscellaneous	...	...	...	...	...	...	...	...	...	...	...	...	2,489	1,862	...	...	...	...
Total Municipal Expenditure					11,121	10,336					69,023	61,925	82,787	74,392				

* Including Government schools, if in receipt of Municipal grants.

EDUCATION—SUBSI

Return of Colleges and Schools for European and Eurasian Scholars

Class of Institutions.	PUBLIC INSTITUTIONS.															
	Under public management.								Under private management.							
	Managed by Government.				Managed by District or Municipal Boards.				Aided by Government or by District or Municipal Boards.				Unaided.			
	Number of institutions.	Number of scholars on the rolls on 31st March.	Average number on the rolls monthly during the year.	Average daily attendance.	Number of institutions.	Number of scholars on the rolls on 31st March.	Average number or the rolls monthly during the year.	Average daily attendance.	Number of institutions.	Number of scholars on the rolls on 31st March.	Average number on the rolls monthly during the year.	Average daily attendance.	Number of institutions.	Number of scholars on the rolls on 31st March.	Average number on the rolls monthly during the year.	Average daily attendance.
1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17
UNIVERSITY EDUCATION.																
Arts Colleges.																
English	...	...	...	...	...	...	...	...	2	333	314	228	2	24	...	...
SCHOOL EDUCATION, GENERAL.																
Secondary Schools.																
For Boys—																
High schools ... English	...	...	...	...	...	...	...	...	6	907	873	726	7	1,127	1,081	950
Middle ditto ... ditto	1	81	78	78	...	...	...	...	12	1,103	1,055	877	1	93	80	70
For Girls—																
High schools ... English	...	...	..	...	...	...	...	...	5	591	570	474	1	78	78	70
Middle ditto ... ditto	...	...	...	...	...	...	...	...	18	2,046	1,899	1,601	3	305	304	205
Total Secondary Schools ...	1	81	78	78	..	...	...	...	41	4,647	4,397	3,078	12	1,603	1,543	1,355
Primary Schools.																
For Boys—																
Upper primary	...	...	...	..	...	...	...	...	9	205	321	232	...	...	...	...
Lower ditto	...	...	...	...	...	...	...	...	1	33	34	26	..	...	...	...
For Girls—																
Upper primary	...	...	...	...	...	...	...	...	4	168	143	102	...	...	...	...
Lower ditto		...	...	...	...	...	...	...	1	2	5	4	...	...	...	...
Total Primary Schools ...	..	...	...	...	...	...	..	...	15	498	503	364	..	...	.	.
TOTAL OF COLLEGES AND SCHOOLS OF PUBLIC INSTRUCTION	1	81	78	78	...	...	...	...	58	5,478	5,214	4,270	14	1,627	1,543	1,355

DIARY TABLE V.

in the Lower Provinces of Bengal for the official year 1890-91.

Grand total of public institutions.	Grand total of scholars on the 31st of March.	Number of scholars on the 31st of March learning—			Classification of scholars on the 31st of March according to race or creed.							Number of girls in boys' schools.	Number of boys in girls' schools.	Remarks.
		English.	A classical language.	A vernacular language.	Europeans and Eurasians.	Native Christians (non-aboriginal).	Hindus.	Mahomedans.	Aborigines. Christians.	Aborigines. Non-Christians.	Others.			
18	19	20	21	22	23	24	25	26	27a	27b	27c	28	29	30
4	357	357	357	...	50	3	238	61	...	1	4	4	...	
13	2,034	2,034	1,160	343	1,808	72	79	42	...	...	33	61	...	
14	1,277	1,277	97	104	1,250	21	2	...	...	...	4	183	...	
6	669	669	139	27	631	31	5	...	...	...	2	...	48	
21	2,351	2,351	301	...	2,323	20	4	...	...	...	4	...	431	
54	6,331	6,331	1,697	474	6,012	144	90	42	..	...	43	244	*479	
9	295	295	...	...	287	7	...	...	...	...	1	118	...	
1	33	33	...	...	33	...	...	...	...	...	...	15	...	
4	168	168	...	...	135	33	...	...	...	...	...	...	50	
1	2	2	...	...	2	...	...	...	...	...	...	...	...	
15	498	498	...	...	457	40	...	...	...	...	1	133	50	
73	7,186	7,186	2,054	474	6,519	187	328	103	...	1	48	381	529	

EDUCATION—SUBSI

Return of Expenditure on Public Instruction for Europeans and

Objects of expenditure.	PUBLIC INSTI													
	Under Public Management.													
	Managed by Government.							Managed by District or Municipal Boards.						
	Provincial revenues.	District funds.	Municipal funds.	Fees.	Subscriptions.	Endowments and other sources.	Total.	Provincial revenues.	District funds.	Municipal funds.	Fees.	Subscriptions.	Endowments and other sources.	Total.
1	2	3	4	5	6	7	8	9	10	11	12	13	14	15
	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.
University Education.														
Arts Colleges.														
English	...	...	...	...	..	...	...	...	...	...	...	...	...	...
School Education, General.														
Secondary Schools.														
For Boys—														
High schools ... English	...	...	...	...	...	...	...	...	...	...	...	...	...	...
Middle " ... Ditto	18,212	...	...	11,426	...	...	29,638	...	...	...	...	...	...	...
For Girls—														
High schools ... English	...	...	...	...	...	...	...	...	...	...	...	...	...	...
Middle " ... Ditto	...	...	...	...	...	...	...	...	...	...	...	...	...	...
Total Secondary Schools ...	18,212	...	...	11,426	...	...	29,638	...	...	...	...	...	...	...
Primary Schools.														
For Boys—														
Upper primary	...	...	...	...	...	...	...	...	...	...	...	...	...	...
Lower "	...	...	...	...	...	...	...	...	...	...	...	...	...	...
For Girls—														
Upper primary	...	...	...	...	...	...	...	...	...	...	...	...	...	...
Lower "	...	...	...	...	...	...	...	...	...	...	...	...	...	...
Total Primary Schools ...	...	...	...	..	..	...	...	...	...	...	...	...	...	...
Buildings (see note VII)	...	...	...	...	...	...	...	...	...	...	...	...	...	...
Furniture and apparatus (special grants only)	...	...	...	...	...	...	...	...	...	...	...	...	...	...
Total ...	...	...	..	...	...	...	...	...	...	...	...	...	...	...
Inspection (see note V)	...	..	...	...	...	...	...	...	...	...	...	...	...	...
Scholarships held in ... { Secondary schools	...	...	...	...	...	...	...	...	...	...	...	...	...	...
Scholarships held in ... { Primary "	...	...	...	...	...	...	...	...	...	...	...	...	...	...
Miscellaneous—														
Contingencies and miscellaneous	...	...	...	...	...	...	...	...	...	...	...	...	...	...
Total ...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
Total Expenditure on Public Instruction ...	18,212	...	...	11,426	...	...	29,638	...	...	...	...	...	...	...

DIARY TABLE VI.

Eurasians in the Lower Provinces of Bengal for the official year 1890-91.

TUTIONS—																	
UNDER PRIVATE MANAGEMENT.											TOTAL EXPENDITURE FROM—					GRAND TOTAL.	REMARKS.
Aided by Government or by District or Municipal Boards.							Unaided.										
Provincial revenues.	District funds.	Municipal funds.	Fees.	Subscriptions.	Endowments and other sources.	Total.	Fees.	Subscriptions.	Endowments and other sources.	Total.	Provincial revenues.	District funds.	Municipal funds.	Fees.	All other sources.		
16	17	18	19	20	21	22	23	24	25	26	27	28	29	30	31	32	33
Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	
6,000	...	...	15,350	...	21,524	42,874	...	...	...	...	6,000	...	...	15,350	21,524	42,874	
24,621	...	...	54,794	8,947	18,818	1,07,180	...	...	...	...	24,621	...	...	54,794	27,765	1,07,180	
19,482	...	...	25,210	12,019	9,586	66,297	...	...	...	...	37,694	...	...	36,636	21,605	95,935	
15,318	...	...	1,03,313	495	9,845	1,28,971	...	...	...	...	15,318	...	...	1,03,313	10,340	1,28,971	
42,176	...	...	78,429	12,057	42,695	1,75,357	...	...	...	...	42,176	...	...	78,429	54,752	1,75,357	
1,01,597	...	...	2,61,746	33,518	80,944	4,77,805	...	...	...	...	1,19,809	...	...	2,73,172	1,14,462	5,07,443	
5,289	...	...	5,466	4,959	1,071	16,785	...	...	...	...	5,289	...	...	5,466	6,030	16,785	
701	...	...	828	...	...	1,529	...	...	...	...	701	...	...	828	...	1,529	
1,975	...	...	942	2,527	4,673	10,117	...	...	...	...	1,975	...	...	942	7,200	10,117	
377	...	...	316	...	314	1,007	...	...	...	...	377	...	...	316	314	1,007	
8,342	...	...	7,552	7,486	6,058	29,438	...	...	...	...	8,342	...	...	7,552	13,544	29,438	
10,227	...	...	...	...	...	10,227	...	...	...	...	10,227	...	...	...	...	10,227	
800	...	...	...	...	...	800	...	...	...	...	800	...	...	...	...	800	
11,027	...	...	...	...	...	11,027	...	...	...	...	11,027	...	...	...	...	11,027	
...	...	...	...	...	...	...	...	...	...	...	23,177	...	...	...	...	23,177	
...	...	...	...	...	...	...	...	...	...	...	3,949	...	...	...	...	3,949	
...	...	...	...	...	...	...	...	...	...	...							
...	...	...	...	...	...	...	...	...	...	...	486	...	...	...	...	486	
...	...	...	...	...	...	...	...	...	...	...	26,612	...	...	...	...	26,612	
1,26,966	...	...	2,84,648	41,004	1,08,526	5,61,144	...	...	...	...	1,71,790	...	...	2,96,074	1,49,530	6,17,394	

EDUCATION—SUBSIDIARY TABLE VII.

Return of the Stages of Instruction of Pupils in Public Schools for General Education for Europeans and Eurasians in the Lower Provinces of Bengal at the end of the official year 1890-91.

Class of Schools.	Number of schools.	Number of pupils on the rolls on 31st March.	High Stage. Comprising all pupils who have passed beyond the Lower Secondary (Middle) Stage, but have not passed the Matriculation Examination.			Middle Stage. Comprising all pupils who have passed beyond the Upper Primary Stage, but have not passed beyond the Lower Secondary (Middle) Stage.			Upper Primary Stage. Comprising all pupils who have passed beyond the Lower Primary Stage, but have not passed beyond the Upper Primary Stage.			Lower Primary Stage. Comprising all pupils who have not passed beyond the Lower Primary Stage. Reading printed books.			Lower Primary Stage. Not reading printed books.			Total.		
			1			2			3			4			5					
			Boys.	Girls.	Total.	Boys.	Girls.	Total.	Boys.	Girls.	Total.	Boys.	Girls.	Total.	Boys.	Girls.	Total.	Boys.	Girls.	Total.
Secondary Schools.																				
Boys' Schools.																				
High English ... Aided ...	6	907	60	...	60	299	17	316	239	10	249	168	9	177	101	4	105	867	40	907
High English ... Unaided ...	7	1,127	162	...	162	396	3	399	293	8	301	138	8	146	66	2	68	1,055	21	1,076*
Middle " ... Government	1	81	...	...	...	23	...	23	27	...	27	31	...	31	...	...	...	81	..	81
Middle " ... Aided ...	12	1,103	...	...	...	270	29	299	216	52	268	221	48	269	228	39	267	935	168	1,103
Middle " ... Unaided ...	1	93	...	...	...	12	1	13	20	4	24	31	4	35	15	6	21	78	15	93
Total ...	27	3,311	222	...	222	1,000	50	1,050	795	74	869	589	69	658	410	51	461	3,016	244	3,260
Girls' Schools.																				
High English ... Aided ...	5	591	...	29	29	...	206	206	3	149	152	11	87	98	34	72	106	48	543	591
High English ... Unaided ...	1	78	...	12	12	...	25	25	...	29	29	...	8	8	...	4	4	...	78	78
Middle " ... Aided ...	18	2,046	...	...	...	7	425	432	35	409	444	69	415	484	227	459	686	338	1,708	2,046
Middle " ... Unaided ...	3	305	...	...	...	...	62	62	23	38	61	24	24	48	46	88	134	93	212	305
Total ...	27	3,020	...	41	41	7	718	725	61	625	686	104	534	638	307	623	930	479	2,541	3,020
Total Secondary Schools ...	54	6,331	222	41	263	1,007	768	1,775	856	699	1,555	693	603	1,296	717	674	1,391	3,495	2,785	6,280
Primary Schools.																				
For Boys.																				
Upper primary ... Aided ...	9	295	...	...	...	...	...	...	40	31	71	61	38	99	76	49	125	177	118	295
Lower " ... Aided ...	1	33	...	...	...	...	...	...	...	...	...	9	7	16	9	8	17	18	15	33
Total ...	10	328	...	...	...	...	...	...	40	31	71	70	45	115	85	57	142	195	133	328
For Girls.																				
Upper primary ... Aided ...	4	168	...	...	...	...	...	...	4	31	35	21	34	55	25	53	78	50	118	168
Lower " ... Aided ...	1	2	...	...	...	...	...	...	...	...	...	...	1	1	...	1	1	...	2	2
Total ...	5	170	...	...	...	...	...	...	4	31	35	21	35	56	25	54	79	50	120	170
Total Primary Schools ...	15	498	...	...	...	...	...	...	44	62	106	91	80	171	110	111	221	245	253	498
Grand Total (for Secondary and Primary Schools as in General Table V (A).	69	6,829	222	41	263	1,007	768	1,775	900	761	1,661	784	683	1,467	827	785	1,612	3,740	3,038	6,778

* Armenian College has not submitted form No. 6. There are 51 boys in this school.

W. J. & others Reg. No 3209J—585—17-10-91.

GENERAL DEPARTMENT.

EDUCATION.

No. 507.

CALCUTTA, THE 26TH OCTOBER 1891.

RESOLUTION.

READ—

The Report on Public Instruction in Bengal for the year 1890-91.

Preliminary.

The Annual Report for 1890-91 has been submitted by Sir Alfred Croft, K.C.I.E., who was in charge of the Department of Public Instruction throughout the year. It has unavoidably been laid before Government a few days after the prescribed date, and the Lieutenant Governor trusts that next year due punctuality will be observed. According to the standing rule that full details need only be printed in alternate years, the present report might have been considerably curtailed, but the Director has rightly anticipated His Honour's wishes in treating certain portions of it at full length.

Number under instruction.

2. A comparison of the statistics shows that public institutions have increased by 145, and their pupils have diminished by 15,434; private institutions were fewer by 480, and their pupils less by 7,546: total loss 335 institutions and 22,980 pupils. The fluctuations in the numbers attending higher education are of an ordinary character, and their general tendency is to increase. The decrease in the number of lower primary schools has been continuous during the last four years, as the following figures show :—

	Number of schools.	Number of pupils.
1887-88	45,596	991,110
1888-89	44,854	982,126
1889-90	44,146	960,914
1890-91	43,998	942,244

The figures of 1890-91 are significant and cannot be explained, as last year, by the reappearance of primaries in the list of Koran schools. The net loss of pupils in lower primary schools is over 18,000, whereas the Koran schools are fewer by 195 and their pupils by 4,775. In private institutions also another main reduction is perceptible in Arabic or Persian schools from 1,904 to 1,146. Again, in classifying the figures of the last two years according to the numbers in the several stages of education, the main results are that higher education has progressed, that there has been a general advance of pupils from the upper primary to the middle, and from the middle to the higher stage, while the loss of pupils has been for the most part confined to the lower primary stage. During the decade, 1881 to 1891, education has advanced to the extent of a gain of 18,443 schools and of 540,454 pupils; in other words, the schools have increased by 39 per cent. and the pupils by 58 per cent. The Census of last spring affords an opportunity for further comparisons. In 10 years the population and the number of male and female children of school-going age have increased by between 6 and 7 per cent. During the same period the number of

boys at school has advanced by 54 per cent., and of girls under instruction by 166 per cent.

Financial results.

3. In the Resolution on the Director's report for 1889-90, allusion was made to the procedure under which the Accountant-General each year reduces the departmental budget by a large amount on account of probable savings, so that the eventual result can hardly show any further savings. This year also the sum of Rs. 1,73,000 was deducted on this account, so that the actuals have exceeded the reduced estimates by nearly Rs. 62,000. After adjusting a charge of Rs. 11,700 on account of the Civil Engineering College, and an excess of Rs. 6,550 in the receipts over the estimates, the net deficit falls to Rs. 43,415. The Accountant-General will doubtless take note of what is said in paragraph 8 of the report, and endeavour to make a more correct approximation in calculating the "probable savings" on the estimates. The total expenditure on education in Bengal, including all disbursements from public and private sources, such as the fees and contributions paid to the University and in all public schools, amounted to Rs. 85,74,000—a decrease of Rs. 1,69,000 as compared with the preceding year. The expenditure from public sources rose from Rs. 32,37,000 to Rs. 32,67,000, the increase being almost entirely from Provincial revenues; the private contributions fell from Rs. 55,06,000 to Rs. 53,07,000; the greater part of this decrease was in the fee-receipts of the schools. The whole difference of two lakhs represents a merely nominal decline, as both the fee-receipts and the other sources of income were erroneously excluded from the returns of the year in unaided high English schools for Europeans. Collegiate, secondary, primary, special education, all cost less than in the preceding year, but Rs. 63,000 more were spent on female education. Municipal funds contributed Rs. 9,000 less than last year, and the same uncertainty that has before been noticed continues to attach to their figures. The Lieutenant-Governor would be glad to hear that the difficulty of obtaining authentic figures from the municipalities had been surmounted.

Controlling agencies.

4. The Director visited several districts and colleges during the year, and separate orders have recently been issued with respect to the amount of inspection duty he will be expected to perform personally in future. The Assistant Inspectors were all engaged on touring for long periods, and an explanation has been furnished to show why some of them showed less work of this kind than might have been expected. The amount of work performed by the Inspectress of Female Schools in touring, and the number of schools visited, should be stated in future. The Lieutenant-Governor has noticed the Director's remarks on the want of an Assistant Inspector in the Dacca Division, and will await a more detailed exposition of the difficulties which have arisen in connection with the insufficiency of inspection in the Chittagong Division. It is certainly inadequate for the Inspector to spend only four days in Noakholly and five days in Chittagong respectively. The periods spent on tour by the Deputy Inspectors vary from an average of 148 days in Chittagong to 186 days in Chota Nagpore; this range of variation is much smaller than in the previous year, but the fact still remains that in nine districts the prescribed minimum of 150 days spent on tour was not attained. His Honour is satisfied that the Census operations, in which the officers of the Education Department were largely and very properly employed, interfered to some extent with their ordinary duties, and it is a matter for congratulation that the work of inspection could be conducted with so little detriment on this score. The question of providing the Deputy Inspectors with clerical assistance on a moderate scale has recently been resubmitted by the Director, and is under the consideration of Government. The Sub-Inspectors are required to spend a minimum of 200 days in the interior of the country, and to visit 400 schools a year. The statement furnished does not indicate the individual officers who failed to conform with the standing orders; but the average of time spent on tour fell short in four divisions by various amounts, and only in the Burdwan Division the proper number of schools was visited. The Census work must also be taken as sufficient explanation for any shortcomings this year on the part of Sub-Inspectors. The 940 chief gurus and inspecting pundits paid 270,388 visits to schools. These figures should represent a considerable amount

of inspection, and the Lieutenant-Governor fully approves of the plan of substituting inspecting pundits for chief gurus, so that the latter may not neglect their own pathsalas. The pundits are the more costly agency, doubtless, but by their better education they ought to improve the standard of the primary schools. Mr. Bellett has properly brought to the notice of Government his view that supervision is greatly neglected by Sub-Inspectors, and His Honour trusts that the responsibilities of these officers for watching the work of the inspecting pundits will be fully maintained.

District Boards.

5. The Director has rightly recorded the fact that the District Boards constituted under the Local Self-Government Act of 1885 now form a part of the regular governing machinery of the country in respect of education. For some time it was likely that difficulties would arise in consequence of the reluctance of the departmental officers to adopt a new system, and on the other hand, of the novelty of the duties imposed on the members of the Boards. As might have been expected, the experience of five years' working has produced good results. The relations between the Boards and the departmental officers are pronounced to be eminently satisfactory with hardly any exceptions. The differences between these authorities in the Burdwan and Orissa Divisions, mentioned in last year's report, have been composed. It is also gratifying that these improvements can be traced to distinct causes, such as the appointment of the Deputy Inspector as an *ex-officio* member of the District Board in every district but one; and secondly, the issue of revised rules under the Local Self-Government Act. The rules were framed with great care, have been found to be nearly complete, and are rarely broken. Sir Alfred Croft has again mentioned a few instances in which there have been differences of opinion, more or less pronounced, between District Boards and the departmental officers. The instances have been few, and the Lieutenant-Governor has no wish to hamper the former by unreasonable restrictions where they are within their rights, though he thinks they would ordinarily do well to follow the advice of experts. It is observed that the Deputy Inspector is not a member of the Gya District Board, and this exception should not be allowed to continue. It is sometimes the practice for the educational work to be disposed of by the District Board, in the person of its Chairman, in direct communication with the Educational Committee in the single person of the Deputy Inspector, whereas the Government has frequently inculcated the necessity of District Boards being fully consulted, in all matters of principle and importance, through their Educational Committees. It is to be regretted, therefore, that at least one District Officer appears to have adopted a policy inconsistent with the orders of Government, by making over the entire educational work of the Board to the Deputy Inspector under his own supervision as Chairman. He will be directed to subordinate his own views to the authorized policy. A special report will also be called for on the state of education in the Puri district, which appears from the Magistrate's account to be unsatisfactory. The Lieutenant-Governor desires it to be understood that he will look to the District Boards through their Educational Committees and the Deputy Inspectors, to carry out all the duties assigned to them under the orders of Government. The Local Boards which have been appointed for educational work in many districts appear to have made a commencement, but their success is evidently so limited hitherto that they cannot be considered to have emerged from the experimental stage.

University Education.

6. There has been no change of any importance in the number of collegiate institutions, though this year returns have been received from only 34 instead of from 36 colleges. Of these 11 are Government, 8 aided and 15 unaided. There has thus been a temporary check in the development of private enterprise in this direction, but the increasing demand for higher education is testified to by the number of collegiate students, viz., 5,232, the highest figure yet attained. This result is a consequence of the large proportion of successful candidates at the Entrance Examination of 1890. Of the increase of 350 students during the year, 173 are in the Government colleges; there are 267 students more in the aided colleges, but the unaided institutions have fallen off by 90 during the year under report. Nearly half the colleges are in Calcutta, and they have attracted nearly two-thirds of the whole number of students. The numbers of

the successful candidates at the University Examinations during the last four years have varied as follows :—

	1888.	1889	1890.	1891.
First Arts	481	629	996	693
Bachelors of Arts	323	366	399	231
Masters of Arts	43	58	62	57

The proportion of First Arts students successful is almost identical with last year, but the decrease in the number is due to fewer candidates having passed the Entrance Examination in 1889 compared with 1888. The Government colleges fully maintained a marked superiority in passing candidates, not only in total numbers, but also in places in the higher division and in scholarships. The successful Bachelors of Arts fell from 40 per cent. of the candidates in 1890 to below 29 per cent. in 1891. These great variations in the ratio of success are very unsatisfactory. If due to the inferiority of the candidates it is inevitable; if to changes in the teaching staff it is avoidable, and should be avoided. The Lieutenant Governor looks to the Director to see that the interests of the Professors are not considered before the interests of the students. If these variations are due to a difference in the standard and to changes in the examination, this swing of the pendulum is discouraging and injurious to the spread of education. Efforts should be made to secure uniformity of standard, and this can only be attained by continuity in the examining body. It is to be regretted that there were many changes in the staff of the Ravenshaw College; but the Lieutenant-Governor is confident that, unless necessitated by considerations of health or other urgent causes, such changes should be made as rarely as possible. The number of Muhammadan candidates successful at the University Examinations for the last three years is shown as follows :—

	1888.	1889	1890.	1891
First Arts	19	21	57	16
Bachelors of Arts ...	12	18	21	12
Masters of Arts	1	1	3	2

These results show that the progress recently made has not been maintained, especially in the First Arts Examination. The total expenditure upon collegiate education has decreased during the year from Rs. 6,91,079 to Rs. 6,62,377, or, after certain adjustments, by Rs. 19,000. The charge on Provincial revenues is 40·7 per cent. of this total. In the Government colleges the total cost has also fallen from Rs. 4,09,955 to Rs. 4,00,726, and the cost to Provincial revenues from Rs. 2,52,465 to Rs. 2,43,757. The annual cost of each student in a Government college decreased from Rs. 244 to Rs. 232, and the cost of his education to Government from Rs. 150 to Rs. 141. Various causes, such as the increased free-receipts and the gradual substitution of cheaper agency, have conduced to these results. The diminished cost of the Presidency College in five years from Rs. 91,304 to Rs. 79,836, simultaneous with increased efficiency, is very satisfactory. The following figures, which refer to the whole number of the collegiate students, are worth recording:—

	1888.	1889.	1890.	1891.
	Rs.	Rs.	Rs.	Rs.
Average cost of each student in a College in Bengal ...	143	124	138	129
The Government share thereof	63	50	55	52

The B or Science course.

7. Sir A. Croft has made an interesting comparison between the candidates for the A course in Literature and those for the B course in Science. There has been a steady decline of late years in the number of candidates taking up Science, both in aided and unaided institutions; so that, with hardly an exception, it may be said that Science is no longer taught in unaided colleges. On the other hand, the results of the examinations for the last four years have been steadily in favour of the B course candidates. As the Science candidates have succeeded

better than those of the A course in the subject of English, in which they are examined in common, the Director is disposed to infer, not that the B course was the easier, but rather that it was chosen by the best candidates. The Director's views on this question are valuable and his criticisim is thorough. But some of the numerical results exhibited in his report differ strangely. It may perhaps be suggested that the B course is the more expensive to teach and requires costly apparatus, so that the result turns very much on the means available for instruction: where they are complete, as at the Presidency College, the mind is well developed and the students do better, even in English; where they are incomplete, as at Dacca and Hooghly, the training is more superficial. If the Director's view as to the mental superiority of those who take up the B course is correct, it is very encouraging, as a training in Science has long been recognized as the great desideratum for the Indian mind, which has shown a greater inclination for literary and philosophic pursuits than for observation and the study of facts. Another reason is alleged for the unpopularity of this course, in the greater ease with which those who have passed in English and mathematics gain posts under Government, and teaching appointments in schools. This is a true and apposite remark. It is to be hoped, however, that a better time is coming for Physical Science and for the diversity of occupations which must follow from the development of factories, mines, and other industrial occupations in the country.

Secondary education.

8. The number of secondary schools for native boys has risen during the year from 2,366 to 2,393, but the number of pupils has fallen from 201,452 to 199,105. The floods in the Presidency Division affected the middle schools, to which the loss is confined to the extent of 2,000 pupils. The expenditure on secondary instruction has varied in the last three years as follows:—

	No. of schools.	Public funds.	Private funds.	Total.
		Rs.	Rs.	Rs.
1888-89	... 2,319	6,01,539	19,34,506	25,36,045
1889-90	... 2,366	6,08,294	20,11,672	26,19,966
1890-91	... 2,393	6,11,046	20,62,859	26,73,905

The increase from private funds is about eighteen times as great as that from public funds. It is a good sign that the municipal contributions to secondary education do not increase, as until adequate provision is made for primary, it is no part of the duty of municipalities to contribute large sums to secondary, education. The Lieutenant-Governor will have an inquiry made in the Municipal Department to see whether the figures received therein agree with those of the Education Department. The number of High English Schools has risen from 343 to 351. Of these nearly 300 are under private management, and their general efficiency affords a proof that the gradual withdrawal of Government from the control of its zillah schools can be effected without appreciable injury to education. Since the year came to an end, the Hindu School at Calcutta has been allowed to remain in existence (although its closure had been decided upon) in deference to representations, and on the condition of paying its way. At the University Entrance Examination 1,710 boys passed as compared with 2,156 in 1890, the percentage of success being 42 instead of 50. Great care is said to be taken to make the tests applied in this examination as constant in quality as possible, so that the fluctuations may chiefly depend on the varying capacities of the candidates. In the Lieutenant-Governor's opinion the real remedy to ensure accuracy of results would be to maintain a continuous body of examiners, which is the best method of securing a uniform standard, and nothing should be done to affect the independence of this body. It would be a source of regret if anything were done to override that independence by the pressure of public opinion either within or without the University aiming at a reduction of the general standard. In future reports it is desirable that there should be on record some information as to places where Government zilla schools exist alongside unaided schools, and where they should either give way to those schools or else should justify their existence. In the Middle English and Middle Vernacular Scholarship Examinations the percentages of successful

candidates rose considerably, but the Lieutenant Governor is not disposed to regard these fluctuations as satisfactory unless the tendency is continuously in an upward direction. The system of high schools on a vernacular basis is favourably reported on, and Sir Charles Elliott thoroughly shares the view that the acquisition of a rudimentary knowledge of the principal subjects of study through the mother-tongue has considerable advantages.

Discipline and moral training.

9. The measures that have been adopted of late to give effect to the views of the Government of India in regard to discipline in schools and colleges appear to be bearing fruit. All the higher inspecting officers are decidedly of opinion that improvement has been effected. Conduct registers have been introduced, boarding-houses are becoming more numerous and popular, books of questionable morality are being carefully excluded from the course of study, and breaches of discipline that come to notice are promptly and effectively punished. This progress has been attained by the efforts of the department and the co-operation of the University and school managers. The rules which have been framed for all classes of schools to regulate the transfers of boys from one school to another have had a large share in enforcing discipline. The boy is no longer master of the situation, and cannot now change his school without paying his fees, or without his guardians' knowledge, or when chastised for misconduct, or not promoted to a higher class. It has, indeed, become necessary to watch that the rules are not used oppressively. The Lieutenant-Governor is aware that the evils of insubordination and laxity of discipline were chiefly conspicuous in the large towns, and he hears with pleasure that they have lately diminished. But he is not prepared to accept implicitly the optimistic view in which the officers of the department indulge to the effect that these shortcomings are confined to schools under private management. During the past year facts have been brought to his knowledge, of which he was constrained to take immediate and serious notice. He has heard bad accounts of the state of discipline among the pupils in some Government schools, of the want of respect of the boys for their teachers, of their rudeness to gentlemen, and especially to ladies, out of doors; and he is quite prepared, if a bad case of this kind is proved and warnings are neglected, to close any school or college where such a punishment is required. He fully concurs with the Director that instances of misconduct on the part of school-masters should be vigorously dealt with, and that any organised riot, such as occurred in one of the training schools, should meet with condign punishment. It is to be hoped that the labours of the Central Text-book Committee, who selected a number of text-books from the authorised list as having a definite moral tendency, will conduce to the desired results. It may be expected, too, that the home influence and associations of the students will be improved as the parents and guardians become better aware of the importance attached by Government and the Department to matters of discipline and good conduct.

Physical training.

With regard to physical training, the Lieutenant Governor has not much to add to what has already been declared to be the policy of Government, that all manly games should be encouraged, and that a reasonable amount of financial assistance will be afforded to provide gymnastic appliances and in aid of athletic clubs. The Director has rightly observed that on the whole a fairly sufficient response has been made to the invitation held out by the Government. Some of the professors and masters have shown a laudable activity in promoting and sharing in school games, and their example should be followed by all who are not debarred by physical inability from doing so. Sir Charles Elliott has noticed with pleasure Sir A. Croft's remark that the European residents of a station generally take keen interest in the games of the school-boys, and he hopes that the friendly intercourse thus commenced will develop into kindly relations between the different sections of the community.

Boarding-houses.

10. The Lieutenant-Governor has perused with interest the statistics of the cost of living in boarding-houses, sometimes called hostels, attached to educational institutions. The facts have been gathered from 26 places outside Calcutta, in which 822 resident students were accommodated. The average cost for each student was almost

exactly Rs. 4 a month, of which he contributed the price of his food, Rs. 2-11-6; the remainder, on account of servant, rent and sundries was supplied from Government and other sources. This charge for food cannot be considered excessive, but at most places where the Lieutenant-Governor has made enquiries as to the payment required from a student at a boarding-house, he has found it to be not less than Rs. 4 per mensem, except at Muhammadan institutions. Even at a remote place like Nya Doomka in the Sonthal Pergunnahs the charge was said to be Rs. 4, which seems too large. The families of many ryots and small landholders often live on Rs. 5 or Rs. 6 a month: and though there may not be many boys from this stratum of society in our zillah schools, it is very desirable that they should not be excluded from the boarding houses by inability to pay a sum which bears so large a proportion to the family income. A severe standard of thrift and ascetic living should be offered by boarding houses in Bengal, and Sir Charles Elliott trusts that efforts will be made to reduce the charges as much as possible.

Primary education.

11. The following figures represent the numerical fluctuation of primary education for boys during the last four years:—

	Upper Primary.		Lower Primary.	
	Number of schools.	Pupils.	Number of schools.	Pupils.
1887-88	3,026	112,323	45,595	991,099
1888-89	3,077	115,485	44,854	982,126
1889-90	3,337	124,568	44,145	960,865
1890-91	3,537	128,537	43,997	942,211

It is clear from these figures that there is a natural advance of the best lower primary to the upper primary stage, and the tendency is in the direction of extending patronage to the upper primary schools, while difficulty is experienced in keeping the number of lower primaries up to the mark. The total result is a net gain of 52 primary schools for boys, and a loss of 14,685 pupils. The losses are accounted for by the floods which affected three divisions, the consequent agricultural distress, and epidemics: but the Consus may also with reason be held to have affected the collection of statistics about unaided schools, so that the loss may not have been really so heavy as it would appear to be on paper. The following statement shows by Divisions the administration and expenditure of the primary grant upon aided schools in 1890-91:—

Division.	Allotment.	Expenditure.	Schools.	Number of pupils.	Cost per school in rupees.	Cost per pupil in annas.
	Rs.	Rs.				
Presidency ...	88,533	88,499	4,031	113,641	21·9	12·4
Calcutta .	10,000	9,962	206	9,395	48·3	16·9
Burdwan ...	1,23,110	1,17,305	8,762	221,088	13·5	8·6
Rajshahye ...	80,565	74,166	2,420	61,810	30·6	19·1
Dacca ...	1,04,082	92,360	5,576	129,459	16·6	11 5
Chittagong .	76,385	68,326	4,763	104,015	14·3	10·5
Patna ...	1,08,714	96,592	5,450	119,246	17·7	12·1
Bhagulpore ...	77,485	72,218	2,313	55,359	31·2	20·8
Chota Nagpore ...	58,062	58,061	1,587	47,310	36·5	19·8
Orissa ...	60,161	57,973	5,297	81,832	10·9	11·3
Orissa Tributary Mehals	2,800	1,444	108	1,255	13·3	18·2
Total ...	7,89,897	7,36,906	40,512	944,410	18·2	12·4

The Lieutenant-Governor would like the last four columns in the larger table in paragraph 89 of the Director's report, from which this statement is abridged,

sub-divided into headings "upper" and "lower" primary in future. The proportion of boys actually at school compared with the number of boys of school-going age varies from 68 per cent. at Hooghly to 10 and 7 per cent., respectively, in the districts of Mozufferpore and Durbhunga. In these two cases the figures are extraordinarily low, and indicate great backwardness in the popular desire for learning, and perhaps some lack of support to education on the part of the District Boards. Apart from the sums spent on primary schools from the grant-in-aid fund and the circle school grant, the total expenditure on primary education, controlled by the Department and by District Boards, amounted to Rs. 7,36,906, of which Rs. 1,57,311 were from Provincial Revenues and Rs. 5,79,595 from District Funds. The question of the proportion of the primary grant spent on stipends allowed to stipendiary schools to the amount spent on rewards to non-stipendiaries is fully discussed by the Director. The Government policy, as has been repeatedly announced, is, broadly speaking, to replace stipends by payments-by-results. Hitherto, though the stipendiaries represent only about a fifth part of the primary schools, they have for some time past been receiving more than half the primary grant. In spite of the much larger sum spent on each stipendiary school, the fact remains that many non-stipendiary schools are as efficient as the stipendiaries. Thus 30,618 lower primary schools sent pupils to the examination, of which 27,239 were non-stipendiaries and 3,379 stipendiaries. Out of the 30,618, so many as 6,586 schools were successful. Even if all the 3,379 stipendiaries were successful (which is hardly probable), there must have been at least 3,207 non-stipendiary schools successful. To admit of the limited funds available for primary education being used as widely as possible to aid the large number of pathsalas that require some help, the measures to be adopted would be, either to cut down the rate of stipends, or to reduce the number of stipendiaries and extend the system of payment-by-results, or to reduce the number of chief gurus and inspecting pundits, or to exclude from rewards the pathsalas that fail to earn a certain fixed minimum. In many instances the District Boards have increased the grant for rewards and reduced that for stipends. The Lieutenant-Governor completely concurs in the Director's views that a system of stipends gives greater stability to the schools and should be extended if funds were available. Sir Alfred Croft writes—

Except in the case of very backward tracts, where hardly any fee-receipts can be looked for, and where, therefore, a stipend is the teacher's chief means of subsistence, small stipends of one or two rupees a month are, it is believed, just as efficacious as larger ones for the purpose of securing the stability of a lower primary school. Such sums might for convenience be paid quarterly as a sort of retaining fee. Moreover—and this is the central point of the scheme—the small stipend should in every case be regarded as an advance out of the reward to be subsequently earned at the central examination, to which all such stipendiary schools should be admitted along with the rest. Thus a school would be entitled to receive only the amount by which the sum earned at the examination exceeded the Rs. 12, Rs. 18 or Rs. 24 already paid, or to be paid to it as a stipend. If any school earned less than the amount of its stipend, it should not be called upon to refund the difference; but its future retention on the list (possibly with an increased stipend, possibly with none) would be decided by the District Board after consideration of the usefulness of the school and the backwardness of the locality. The total amount that a school could earn at the examination should also be limited to say Rs. 50 (inclusive of the stipend, if any), so that prosperous and well-attended institutions should not carry off an undue share of the primary grant, to the detriment of struggling schools. On the other hand, there is no advantage in frittering away the grant in small payments of Rs 2, Rs. 3, or Rs. 4 to schools that fail to earn any larger rewards at the examination. Such payments would hardly help the schools in any appreciable degree, while they might materially reduce the total sum available for rewarding schools of greater public utility. Something like Rs. 4 or Rs. 5 might be fixed as the limit below which no reward would be paid to a school; and it is evident that the fixing of such a limit would supply a struggling school with a very tangible inducement to improve itself and increase its earning power.

Sir Charles Elliott is prepared to accept for the present the lines thus laid down, which may be summed up as recommending (1) the mixed system of stipends with rewards, (2) the fixation of a minimum and a low maximum of rewards, (3) the inclusion of the stipend in the reward ultimately adjudged. Before leaving this part of the subject, he will ask the Director to furnish a statement next year showing district by district the sums spent in stipends and in rewards, and the number of pupils passing the lower primary and standard examinations. The model budget circulated by Dr. Martin for a district with

a primary allotment of Rs. 10,000 a year is a useful suggestion as to the division of the amount, but as to the amount itself, it would be well if the proportion that their expenditure on primary schools bears to the total expenditure of District Boards were taken, on an average of the whole province, as a guide to the figure which no District Board should fail to reach. Thus in 1890-91 the District Boards spent 55½ lakhs in all, excluding debt, of which 3½ lakhs, or 6·3 per cent., went to primary education. Sir Charles Elliott also agrees in the Director's recommendation that no school which teaches to the middle standard should receive any assistance from the primary grant except with the permission of the Circle Inspector; that such permission should be withheld unless he is satisfied that there was a sufficient staff to teach the lower and upper primary standards thoroughly, and unless pupils were regularly sent up for the corresponding examinations; and that the number of these schools, with the reasons for aiding them, should be reported annually to the Director. It is desirable that District Boards should adopt these principles. The Government is also prepared to leave it to the Inspectors to decide in what cases the middle schools which employ gurus might still, with regard to their financial condition and other considerations, be allowed to retain them. The Lieutenant-Governor observes that the mode of administering the educational grant in Calcutta is under enquiry—which it appears to need—and will await a report on the subject. He has also noticed the tabular statement designed to show the educational position of each district with respect to primary education. It would be more valuable, in his opinion, if the merit mark were to depend partly on the number of scholars and its ratio to the population of the district, and not only on the number of schools; and it would be an improvement if next year the results could be worked out more fully with reference to these observations. Important measures were adopted during the year to secure better results in the Lower Primary Scholarship Examinations. A small fee of two annas is required from each candidate for the examination, and the Government orders fixing the pass marks in the different subjects have been re-issued. To remove the possibility of the irregularities which have occurred in the reward examinations, it is necessary that the Sub-Inspector alone should be responsible for their conduct. Uniformity of examinations and responsibility for the results are essential. No District Board should make over the examination and assignment of awards based thereon to a voluntary committee assembled for the occasion, then dispersed, and differing as to its members from year to year. The method prescribed by Sir A. Croft in his paragraph 105 seems to be the only one which meets the case, and should be adopted. The general question raised by the Director in paragraph 102, as to the additional grant of about 10 lakhs of rupees if primary education is to receive its full expansion, is an important one and deserves the careful attention of Government. But, at the close of a Provincial Contract, and in the uncertainty that exists as to the revenue which will be left to the Local Government to dispose of when the new contract is made, it is impossible at present to say what can be done next year or until the results of the working of the contract develop themselves.

Special instruction.

12. The number of training schools for teachers, *i.e.* masters, mistresses and gurus, fell from 242 to 222, and the pupils from 1,993 to 1,958; and the cost was diminished by Rs. 11,662. The results of the vernacular mastership examination for pupils of first and second grade training schools and for private candidates show that out of 609 candidates 530 passed and were granted certificates. These men are appointed to masterships in middle and upper primary schools; and it is obviously desirable that all masters in those institutions should have passed through training schools and have received certificates of competency. The next report should show what progress has been made towards reaching this ideal; how many teachers there are in those schools, certificated and uncertificated, what is the average number of annual vacancies, and whether the number who pass out from the primary schools are equal to the number of vacancies. The "other schools of special instruction" include all institutions and departments of institutions teaching Law, Medicine, Engineering, the Calcutta School of Art, industrial schools and other schools of a special

character. The statistics relating to their numbers and cost are reproduced in the following form :—

	Number of institutions.	Number of pupils on the rolls on 31st March 1891.	Average monthly roll number.	Expenditure. From public funds. From Provincial Revenues.	From public funds. From District and Municipal Funds.	From private funds.	Total.	Average annual cost per pupil. Cost to public funds.	Total cost.
				Rs.	Rs.	Rs.	Rs.	Rs. A. P.	Rs. A. P.
I.—Law.									
Government Law Schools	6	130	151	.....	.....	9,257	9,257	.....	61 4 10
Unaided Law Schools	6	895	809	.....	.....	19,100	19,100	.....	23 9 9
Total Law Schools... ...	12	1,025	960	.....	.....	28,357	28,357	.....	29 8 7
II.—Medicine.									
Medical College, Calcutta	1	197	230	1,91,351	.....	9,505	2,00,856	831 15 4	873 4 7
Government Medical Schools	4	651	669	72,636	.....	17,193	89,829	108 9 2	134 4 4
Unaided Medical Schools	4	336	338	.....	.....	8,234	8,234	.....	24 5 9
Total Medical Schools ...	9	1,184	1,237	2,63,987	.....	34,932	2,98,919	213 6 6	241 10 4
III.—Engineering.									
Civil Engineering College, Sibpur ...	1	271	269	60,888	.....	11,499	72,387	225 5 7	269 1 6
Government Survey Schools	3	432	441	6,759	.....	5,563	12,322	15 5 2	27 15 0
Total Engineering Schools ...	4	703	710	67,647	.....	17,062	84,709	95 4 5	1·9 4 11
IV.—Art and Industry.									
Government School of Art	1	173	164	26,292	.....	4,081	30,373	160 5 0	185 3 2
Ditto Industrial Schools ...	2	38	39	1,420	.....	952	2,372	36 6 6	60 13 1
Board Industrial Schools	2	100	97	.....	2,814	1,375	4,189	.....	43 2 11
Aided ditto	7	308	304	1,551	476	4,343	6,370	5 1 7	20 5 3
Unaided ditto	4	134	119	...	.....	548	548	.....	4 9 8
Total Arts Schools ...	16	753	723	29,263	3,290	11,299	43,852	40 7 7	60 10 5
V.—Other Schools of Special Instruction.									
Government schools	1	58	57	4,593	.....	.....	4,593	80 9 3	80 9 3
Aided schools	8	281	258	734	469	2,843	4,065	2 13 6	15 12 1
Unaided schools	4	211	195	.....	.....	607	607	.....	3 1 9
Total other schools ...	13	550	510	5 327	469	3,449	9,265	10 7 1	18 2 8
Grand Total ...	54	4,215	4,140	3,66,224	3,779	95,099	4,65,102	.....	.....

The variations in the numbers of the students in the several professions are of interest, as follows:—

Year.	Law.	Medicine.	Engineering.	Arts and Industry.	Other special schools.	Total.
1888-89 ...	935	999	518	651	172	3,275
1889-90 ...	912	1,016	652	795	611	3,986
1890-91 ...	1,025	1,184	703	753	550	4,215

Having regard to the crowded condition of the profession of Law, it is not satisfactory to see that the Bengali youths throng to it in greater numbers, but the increase of recruits for Medicine and Engineering is a matter for congratulation. The falling off in the numbers under education in schools of Arts and Industry is slight and probably accidental, for there is a perceptible movement in all parts of the Province in favour of the establishment of industrial schools. a movement which the Lieutenant-Governor desires heartily to encourage, as in his opinion, what the country most wants is a diversity of pursuits for its educated youth, and not an adherence to the beaten path of literary careers. Turning to the detailed account of the institutions furnished by the Director, it is observed that in paragraph 121, Tipperah alone is mentioned as a district in which scholarships are provided for female medical education, whereas the Local Self-Government Resolution of 1889-90 records that many other districts have done the same—Midnapore, Burdwan, Bankura, Bakerganj, Chittagong, and all

the districts of the Rajshahye Division. During the year certain measures of great importance were matured for the improvement of the working of the Sibpur Engineering College, for which a useful future is anticipated. In fact it is to this College and to the School of Art that Government looks as the chief institutions for imparting technical education in Bengal. The former is the centre of instruction in mechanical and manufacturing industries; artizans are trained to a high degree of skill in general processes, and a site is afforded for the development of various branches of special industry, for the supply of trained teachers to local technical schools, and for advanced instruction. The School of Art occupies a similar position in the extensive field of artistic and decorative industry. The practical importance of drawing and painting has long been recognised. Lithography and wood-engraving have for some time been taught with great and acknowledged success. Modelling has always been practised. The various branches of the fictile art had yet to be taken up. It is probable that the necessity for a School of Design will be felt as manufactures progress and the demand for ornamentation developes. The Lieutenant-Governor recognises that the idea of concentrating technical education at the Sibpur Engineering College and at the Calcutta School of Art is one that can only be carried out gradually, and that its fruits must be looked for in the next generation. He will endeavour to maintain these institutions on the highest possible scale of efficiency while encouraging the establishment by District Boards, and through other agencies, of local schools of technical instruction, wherever an effective demand for them may arise. His Honour agrees in the views expressed by the Director as to the possible usefulness and future of such institutions as the Rangpur technical school, and he regrets that so much delay has been allowed to occur in the establishment of the contemplated industrial school at Maimansingh, for which funds have been provided by the liberality of Babu Jogendro Kishor Rai Chowdri.

Female education.

13 The main statistics of female education are entered in the following table:—

Class of schools.	Number of schools.	Number of pupils on the rolls on the 31st March 1891.	Average number on the rolls monthly.	Average daily attendance.	Expenditure. From public funds. Provincial revenue.	Expenditure. From public funds. District funds.	Expenditure. From public funds. Municipal funds.	Expenditure. From private funds. Fees.	Expenditure. From private funds. Other sources.	Total.
					Rs.	Rs.	Rs.	Rs.	Rs.	Rs.
Managed by Government	2	198	200	164	19,444	.....	120	5,708	797	26,069
Ditto by District or Municipal Boards	5	210	214	145	.....	.....	1,289	.....	55	1,344
Aided by Government or by District or Municipal boards	2,055	42,733	39,865	29,604	72,028	25,467	8,172	20,032	1,87,615	3,13,314
Unaided	176	3,307	3,164	2,306	.....	.....	...	287	10,073	10,360
	2,238	46,443	43,443	32,219	91,472	25,467	9,581	26,027	1,98,540	351,087
						1,26,520		2,24,567		
Figures for 1887-88	2,247	46,638	.....	.....		1,17,214		1,90,659		
Ditto for 1888-89	2,303	47,888	.....	.....		1,21,106		1,68,915		
Ditto for 1889-90	2,153	45,690	...	.....		1,20,171		2,16,788		
	8,940	186,064	.....	.....		4,85,011		8,10,929		

Besides the figures above, there are also 32,417 girls in boys' schools. The net result of the year is a gain of 85 schools and of 502 pupils. The cost of the education of girls as compared with boys is much higher. One young lady passed the B.A. examination and four the First Examination in Arts from the Bethune College. Some success was obtained in the medical examinations of the University. Considerable changes have recently been made in the admission test and curriculum of the female certificate class attached to the Calcutta Medical College, with a view to secure a higher standard of general and professional education Students will now be required to have passed the Entrance examination of the Calcutta or some other University, and the course of study is to be extended from three years to four. The special standards for girls' scholarships originally sanctioned for Calcutta and the neighbourhood were extended to the mofussil, but, though highly suitable for girls, have not been adopted to any appreciable extent by schools in the interior. It appears

that school managers are not willing to forego the advantage of qualifying by the ordinary departmental standards for the Government scholarships. The idea of separating some portion of the district allotment for scholarships and confining it to the candidates from girls' schools that adopt the special standards is worthy of further consideration.

Education of Europeans.

14. The statistics of European education, as might be expected, do not change materially from one year to another. The following figures for the last four years show the progress made:—

		1887-88.	1888-89.	1889-90.	1890-91.
Schools	...	72	71	68	69
Pupils ...	...	6,541	6,682	6,710	6,829

The number of boys is higher by 41 and of girls by 78 than in 1890. The Government Boarding School at Kurseong—the only Government school for Europeans in Bengal—had 81 students. Of the 6,829 children in the schools, 3,485 were under Roman Catholic management and 1,591 under the Church of England, the remainder belonging to various denominations. The total cost of European education in Bengal was Rs. 6,17,285, of which the Government expenditure amounted to Rs. 1,65,302. The transfer rules have proved very beneficial in preventing the removal of children from school to school, whether capriciously or in order to evade the payment of fees due to the school. The Lieutenant-Governor recognizes that the inspection of European schools under the Code is a very complicated matter, though he regards this as among the less satisfactory features of the Code. One of its results is that it is found necessary to employ two Inspectors to examine between 50 and 60 schools, which is surely a waste of power. The Lieutenant-Governor is aware that great labour has been expended on framing this Code, and that its alteration is attended by many difficulties, but he would wish still further efforts to be made to simplify it in the direction taken by the new revised Code in England, which differs from the old Code in this respect, that the Inspector can give marks to a class by his judgment of its average proficiency, not by examining each child separately and adding up its marks. This system is no doubt more applicable to well established and advanced schools, than to those whose existence is precarious, or which are in a rudimentary stage. A step has been taken in the desired direction by establishing the principle of a fixed grant in the place of grants based on the results of the annual examinations for the most advanced and deserving schools. Three schools during the year have been placed on this list.

Muhammadan education.

15. The number of Muhammadan pupils decreased during the year from 433,653 to 415,428, or by 18,225, and the percentage on the total number of pupils from 29·06 to 28·2. The recorded number of Muhammadan pupils decreased enormously in those classes of private institutions which are specially maintained for youths of that religion, viz., advanced Arabic or Persian schools and Koran schools. Under the former the loss is 758 schools and 8,829 pupils; under the latter, 195 schools and 4,775 pupils, as above mentioned. The general causes which have conduced to a reduction in the recorded number of unaided primary schools affected this class of education also, but the decrease of 765 schools and 13,597 pupils in two municipalities—Dacca and Naraingunge—is due to a scandalous case of fraudulent returns submitted in 1890 by subordinate inspecting officers, which was discreditable to all the officials concerned. The Lieutenant-Governor concurs with the Director in charging the Deputy Inspector with negligence in not at once detecting this fraud. The want of success of the Muhammadan students at the University examinations has already been noticed; they also fell off at all the departmental examinations except that for the Middle English Scholarship. These fluctuations are perhaps inevitable, but they are disappointing, as they have occurred in spite of Government encouragement and pecuniary support. Special facilities for University education are offered to Muhammadan students in the shape of scholarships; a large number of scholarships and prizes are attached to the Calcutta Madrassa, and every candidate who passed the Entrance Examination from that institution gained either a scholarship or a prize. It is difficult to

see how Government can do more to carry out the policy recommended by the Education Commission, and deliberately adopted since, that special schools should be provided for Muhammadans, or the special instructions that they require supplied in ordinary schools. The Government is prepared to show some reasonable regard for the circumstances of this portion of the community; but special favours should not extend to any great degree of inequality as compared with the Hindus, or fall into the extreme of accustoming the Muhamadans to look on themselves as so weak as to require protection from fair competition. The Lieutenant-Governor will give full consideration to any proposals which the Director may feel himself justified in making in the direction of the appointment of Maulvis in middle and high schools under public management, or for the devotion of a portion of the Mohsin Fund to the part-payment of fees in English schools, or for a system of free studentships, or for the reservation of a certain proportion of public scholarships, or for the raising of the limit of age for scholarships in the case of Muhammadans: the exact measures to be adopted cannot be determined in dealing with an annual report. One idea has already assumed shape and is promising. In order to promote primary education among Muhammadans, it is proposed to offer definite recognition as well as encouragement in the shape of stipends to *maktabs* teaching Urdu and Persian, on condition that a certain standard of useful vernacular instruction is introduced, the *maktabs* to be divided into three classes, purely Koran schools being excluded. Sir Charles Elliott will be glad to hear in due course what success is met with in carrying out these proposals. With regard to the elimination of the Koran schools from the returns—a point which the two Muhammadan Assistant Inspectors are agreed in urging on the ground that they have no rightful place there, being altogether disconnected with secular education—the Lieutenant-Governor can only say that, as these schools were introduced into the returns under the orders of the Government of India, they cannot be excluded without consideration in a special report.

Education of aborigines and indigenous education.

16. The number of pupils of aboriginal races under tuition has slightly advanced, viz., from 29,479 to 29,757, an increase of 278. The Christians are more numerous by 304, but the non-Christians are 26 fewer. The Director alludes to the difficulty of classifying these races which the returning officers experience. It is a difficulty not confined to educational returns. Taking the figures as they are given, however, there are 2,704 Christians and 14,462 non-Christians being educated in Chota Nagpur, and, as the Director says, it is to the missionaries above all that the credit of educating and civilising the aboriginal races of Chota Nagpur is chiefly due. The pupils in the missionary schools in Chota Nagpur increased from 3,582 to 3,680, while the expenditure fell from Rs. 39,011 to Rs. 32,577, of which Government paid less than two-sevenths. A good example is also shown by Dr. Saise, the Manager of the Karharbari collieries of the East Indian Railway, in providing good schools for the miners' families. The Sonthals in the Burdwan and Bhagulpur Divisions, and the Paharias in the latter, are next in number and are making some progress. One aboriginal pupil passed the University Entrance Examination, and 393 the Departmental examinations. Fewer boys passed the Upper and Lower Primary Examinations than last year.

The development of indigenous education, which was noticed during the three previous years, has not continued, as the following figures show:—

	1887-88.	1888-89.	1889-90.	1890-91
Schools	10,048	11,709	13,867	13,387
Pupils	96,721	117,284	139,603	132,057

Sanskrit *tols*, elementary schools for boys, and other schools, have increased, but the remarkable loss in Arabic and Persian schools, already noticed, adversely affected the total. During the year Mahamahopadhyaya Mahesh Chandra Nyayaratna, C.I.E., was deputed to visit the Sanskrit *tols*, and his report is awaited.

The Central Text-book Committee.

17. The Central Text-book Committee, to whom since 1875 has been entrusted the duty of approving the books to be used in schools, continued to do good work during the year. Out of 198 books on various subjects received for examination, the

Committee approved 53, rejected 107, and still had 38 to peruse. A revised list of authorized text-books for middle schools was published in the *Gazette* of 15th July 1891. Managers of schools are at liberty to choose any of the books in the list, except when special text-books in particular subjects have been prescribed. The Committee have undertaken the preparation of similar lists for the middle classes of high schools and for primary schools. Branch Committees for Behar and Orissa deal similarly with books written in the languages of those parts of the country. The Lieutenant-Governor fully believes that Sir A. Croft's grateful acknowledgments of the laborious and important work done by these Committees are well deserved for their honest and successful discharge of their duties. Their selections have, Sir Charles Elliott has noticed, been much attacked by some members of the Press, but he has no reason to believe that the attacks are well-founded: one thing, however, is clear; there would not be such emulation for inclusion in the approved list, and such vehement passions would not be aroused by the competition, unless large pecuniary profits were at stake. Other facts have come to His Honour's knowledge tending to show that the sale of school-books authorised by Government is very lucrative. Considering the poverty of students in general and the compulsion placed upon them to purchase such of these books as are adopted at their school or college, Sir Charles Elliott thinks that the Committees, besides regarding moral and intellectual excellence, which are and should be the first consideration, should also look to the price at which a book is sold, and should not enter any in their lists unless sold at the lowest price compatible with a moderate profit to the author and publisher.

18. The Lieutenant-Governor is glad to take this opportunity to acknowledge publicly his obligations to Sir Alfred Croft, K.C.I.E., who has for so many years, as Head of the Department, been identified with education in Bengal. His thanks are due to the Director for his report, as well as for his administration of his important charge. Sir Charles Elliott also desires to record his appreciation of the good work which is being performed by most of the Inspectors and their subordinates, as well as the Principals, Professors, and their Assistants throughout the Province.

By order of the Lieutenant-Governor of Bengal,

C. E. BUCKLAND,

Offg. Secretary to the Govt. of Bengal.

No. 517.

COPY forwarded to the Director of Public Instruction for information and guidance. His attention is invited to paragraphs 5, 8, 11, 12, and 15.

No. 518.

COPY forwarded to the Municipal Department of this Office for information. Attention is invited to paragraph 8.

Circular No. 23.

COPY forwarded to all Commissioners of Divisions for information and for communication to Magistrates and District Boards.

No. 519.

EXTRACT paragraph 3 of the Resolution, together with extract paragraph 8 of the Report, forwarded to the Accountant-General for information and guidance.

By order of the Lieutenant-Governor of Bengal,

W. MAUDE,

Under-Secretary to the Govt. of Bengal.

CALCUTTA,
The 6th November 1891.

C. E. G.—Reg. No. 5230C—961—7-11-91.